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EDEXCEL AS AND A LEVEL HISTORY: QUESTIONS BY TOPIC

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

AS and A Level History · Paper 2 · Option 2H.1

56 questions · 1024 marks · Mark schemes included

Pearson Edexcel AS (8HI0) and A Level (9HI0) History, June 2016 - June 2025

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HOW TO USE THIS BOOKLET

Questions are grouped by specification sub-topic; within each sub-topic they run from the lowest mark tariff to the highest.

Click any heading or question row below to jump straight to it.

On every question page, click ANSWER in the top-right corner to jump to its mark scheme.

Diagrams, graphs, tables and data are printed exactly as they appeared in the original papers.

QUESTION	SOURCE	MARKS	PAGE
1 THE 'ROARING TWENTIES', 1920–29		18 questions · 348 marks	4
1. Q1	AS Paper 2 June 2018	8	5
2. Q3	AS Paper 2 June 2016	20	7
3. Q3	AS Paper 2 June 2017	20	8
4. Q4	AS Paper 2 June 2017	20	9
5. Q1	A Level Paper 2 June 2017	20	10
6. Q3	AS Paper 2 June 2018	20	12
7. Q1	A Level Paper 2 June 2018	20	13
8. Q3	AS Paper 2 June 2019	20	15
9. Q3	A Level Paper 2 June 2019	20	16
10. Q3	AS Paper 2 October 2020	20	17
11. Q1	A Level Paper 2 October 2020	20	18
12. Q3	A Level Paper 2 June 2022	20	20
13. Q3	AS Paper 2 June 2023	20	21
14. Q3	A Level Paper 2 June 2023	20	22
15. Q3	AS Paper 2 June 2024	20	23
16. Q1	A Level Paper 2 June 2024	20	24
17. Q3	AS Paper 2 June 2025	20	26
18. Q3	A Level Paper 2 June 2025	20	27
2 THE GREAT DEPRESSION AND THE NEW DEAL, 1929–41		16 questions · 272 marks	28
19. Q1	AS Paper 2 June 2017	8	29
20. Q1	AS Paper 2 June 2019	8	31
21. Q1	AS Paper 2 June 2023	8	33
22. Q1	AS Paper 2 June 2024	8	35
23. Q4	AS Paper 2 June 2016	20	37
24. Q3	A Level Paper 2 June 2017	20	38
25. Q3	A Level Paper 2 June 2018	20	39
26. Q1	A Level Paper 2 June 2019	20	40
27. Q4	AS Paper 2 October 2020	20	42
28. Q4	A Level Paper 2 October 2020	20	43
29. Q4	AS Paper 2 June 2023	20	44
30. Q1	A Level Paper 2 June 2023	20	45
31. Q4	A Level Paper 2 June 2023	20	47
32. Q3	A Level Paper 2 June 2024	20	48
33. Q4	AS Paper 2 June 2025	20	49



34. Q4	A Level Paper 2 June 2025	20	50
3 THE SECOND WORLD WAR AND AMERICAN SOCIETY, 1941–45		8 questions · 136 marks	51
35. Q1	AS Paper 2 June 2016	8	52
36. Q1	AS Paper 2 June 2025	8	54
37. Q5	AS Paper 2 June 2017	20	56
38. Q4	AS Paper 2 June 2018	20	57
39. Q4	AS Paper 2 June 2019	20	58
40. Q4	A Level Paper 2 June 2019	20	59
41. Q4	A Level Paper 2 June 2022	20	60
42. Q4	AS Paper 2 June 2024	20	61
4 POST-WAR AMERICA, 1945–55		14 questions · 268 marks	62
43. Q1	AS Paper 2 October 2020	8	63
44. Q5	AS Paper 2 June 2016	20	65
45. Q4	A Level Paper 2 June 2017	20	66
46. Q5	AS Paper 2 June 2018	20	67
47. Q4	A Level Paper 2 June 2018	20	68
48. Q5	AS Paper 2 June 2019	20	69
49. Q5	AS Paper 2 October 2020	20	70
50. Q3	A Level Paper 2 October 2020	20	71
51. Q1	A Level Paper 2 June 2022	20	72
52. Q5	AS Paper 2 June 2023	20	74
53. Q5	AS Paper 2 June 2024	20	75
54. Q4	A Level Paper 2 June 2024	20	76
55. Q5	AS Paper 2 June 2025	20	77
56. Q1	A Level Paper 2 June 2025	20	78



QUESTIONS

56 questions · 1024 marks · grouped by sub-topic, lowest tariff first



KEY TOPIC 1

THE 'ROARING TWENTIES', 1920–29

18 questions in this sub-topic · 348 marks · lowest tariff first



You should start the answer to part (a) on page 11.

1 (a) Study Source 1 in the Sources Booklet before you answer this question.

Why is Source 1 valuable to the historian for an enquiry into problems associated with the trading in shares during the bull market of the 1920s?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)



Sources for use with Section A.

Answer the questions in Section A on the option for which you have been prepared.

Option 2H.1: The USA, c1920–55: boom, bust and recovery**Source for use with Question 1(a).**

Source 1: From *Brokers and Suckers*, an article in *The Nation* magazine, published 1928. The magazine's stated mission was 'to make an earnest effort to wage war upon the vices of violence, exaggeration, and misrepresentation'. It was continually investigated by the FBI. Here a journalist describes working undercover in a busy stockbroker's office.

Sitting in the chief broker's private office enabled me to follow very closely his business methods. So astonished was I that I questioned several other Wall Street brokers, only to find that the practices I saw were common enough. On Thursday the partner of Mr X, whose name I conceal, had bought some shares of overseas bank stock, unlisted on the Stock Exchange. Selling these at his own prices, the partner offered the best prices to the largest customers, allowing the small customer what was left. This is obviously unfair discrimination. Sales should be offered in the order they are placed. 5

Mr X remarked: 'We make most money from our large customers and we must keep them satisfied'. The small customer remains completely unaware of this and multiple other practices where the broker gives a dishonest advantage to his large customers. Mr X remarked to me: 'Suckers are born every minute; the glamour of easy money gets them all. Win or lose, we get our commission.' The small man may think again. 10

Source for use with Question 1(b).

Source 2: From Studs Terkel, *Hard Times*, published 1970. Here he is recording an interview with Senator Russell Long. Long was a Democrat Senator from 1948 to 1971, as was his father, Huey Long, in the 1930s. Russell is describing his father's influence on the development of the New Deal.

I was seventeen when my father, Huey, died. I heard some of his speeches and their effect on his audience. When he finished he had them hooked. He'd tell everybody to call their friends and turn on the radio. Every home in New Orleans would do so. He was really catching on around the country. 15

It had reached the stage where a few people had nearly all the money. He thought it was time to spread the money around. His share-our-wealth program had great popular appeal. Huey had a great impact on the Roosevelt administration. At the White House, Roosevelt was more worried about my father's influence than about the Social Security program. Roosevelt moved to the left with liberal New Deal measures to limit the progress Huey was making. 20

I guess that, if my father had lived, he'd have run for president as an independent in 1936, preventing Roosevelt from winning. If the right-wing Republican had won, Huey would have had a real chance of winning the presidency in 1940. 25



- 3** How accurate is it to say that racial intolerance was the most significant social problem of the 1920s in the United States?

(Total for Question 3 = 20 marks)



-
- 3** How accurate is it to say that the Red Scare was the key factor in the US decision to restrict immigration in the years 1920–29?

(Total for Question 3 = 20 marks)



- 4 How accurate is it to say that the growth of the motor manufacturing industry was the key factor in the economic boom of the 1920s?

(Total for Question 4 = 20 marks)



Explain how the early 1920s were a period of recovery,

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

- 1** How far could the historian make use of Sources 1 and 2 together to investigate the changing position of women in society in the United States in the 1920s?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 1 = 20 marks)



Sources for use with Section A.

Answer the question in Section A on the option for which you have been prepared.

Option 2H.1: The USA, c1920–55: boom, bust and recovery**Sources for use with Question 1.**

Source 1: From 'Women Smokers', an article in *The New York Times* newspaper, 29 February 1920. This was 'Leap Day', when women traditionally challenged male-dominated conventions. Here the writer is reporting and commenting on an interview with a tobacconist about women who smoke.

In spite of disapproving church sermons, in spite of campaigns waged by the Women's Christian Temperance Union, in spite of warnings from the Peace Societies, the number of women who smoke is on the increase. The question put to the clerk behind the counter of one of the many tobacconist shops was, 'Do you find you are getting any women customers?' 5

He replied, 'Oh, yes and a very great and noticeable increase. I think I might truthfully say that today 50 per cent of our patrons are women. Do you know, it's really very funny. The men who come into the shop to buy cigarettes for their lady friends buy perfumed ones. And when the ladies come in themselves they buy the strong ones. They insist upon getting the same kind as the men. They want a man's smoke every time.' 10

What are the anti-tobacco organisations doing in the face of the spread of this habit? According to the Board of Temperance, Prohibition, and Morals of the Methodist Episcopal Church, the increased use of tobacco among women during 1919 was appalling. In a recent statement the Board made an earnest appeal to women to refrain from the use of tobacco in the name of the country's welfare. It said, 'no nation can maintain the vigour which has been characteristic of the American people after its women begin the use of cigarettes.' 15

Source 2: From 'Ladies of the Ticker', a column by the journalist Eunice Fuller Barnard in the literary magazine, *The North American Review*, April 1929. Here she discusses the female contribution to the great bull market of the 1920s.

All through the recent bull market, women by the hundreds have sat in the special stockbrokers' rooms set aside for them. Day in and day out loud-mouthed widows, gum-chewing blondes and spinsters who look as if they belonged in a church meeting, observe, pencil in hand, from the opening of the market till its end. Five years ago the average stock market trader still frowned on the woman customer. Some even now do so officially. But they are like a king ordering back the rising tide. There are even brokers who believe that women, quite as much as men, made the speculative stock market of 1927–29. In many instances even waitresses and telephone girls, cooks and washerwomen are said to have invested their meagre incomes on a wealthy employer's advice and made modest fortunes. One thing necessary to a woman's participation in the market was of course money of her own to invest. And that she has undoubtedly achieved as never before. Why should she not, with her increasing leisure, learn to buy stocks and shares for the family's future, quite as well as fur coats and antique furniture? 20 25 30



-
- 3** How accurate is it to say that organised crime was the key factor causing the failure of prohibition?

(Total for Question 3 = 20 marks)



Explain how the early 1920s boom, bust and recovery,

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

- 1** How far could the historian make use of Sources 1 and 2 together to investigate Ku Klux Klan influence on American society in the 1920s?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 1 = 20 marks)

Sources for use with Section A.

Answer the question in Section A on the option for which you have been prepared.

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

Sources for use with Question 1.

Source 1: From an article by William Robinson Pattangall in *The Forum* magazine, September 1925. The magazine regularly published essays on controversial issues of the day. Pattangall had been a Democrat member of the Maine state legislature.

The Klan idea of what makes Americanism is fundamentally wrong. The Klan assumes that this quality can only be present in a man or woman who happens to be born on American soil, that no one else can achieve it. It adds the claim that no Catholic or Jew can be a good American, because his religious loyalties come first. The whole idea is opposed to our traditional national spirit and to the whole spirit of true Christianity. It brings back the old, cruel, religious hatreds. 5

Americanism, of course, is rooted in freedom, tolerance, humanity. It cannot discriminate because of colour, birthplace, or creed; nor can it tolerate ethnic, class, or religious distinctions in politics, social life, or legal standing. Especially it cannot, for a moment, tolerate the use of hatred and prejudice as a means to sway public opinion and win political power. The Klan, on its own statement, does just these things, and makes a virtue of doing them. 10

Equally un-American is the Klan's practice of attempting threatening and secret influence on legislators, judges, and other government officials. It uses that hold to enforce its own demands, abandoning completely the American principle of rule by and for all. It acts secretly in both political parties; it tries constantly for control of elections, legislatures, and government. And it has the cheek to advertise all this as a great principle. 15



Source 2: From the *Gratiot County Night Hawk* newspaper, published August 1928, during the presidential election campaign. The *Hawk* was the local Klan newspaper in Alma, Michigan.

In the run-up to the election, the Ku Klux Klan is standing against the forces of alienism, Roman Catholicism, and booze. Wild efforts by powerful interests have been made to discredit the organisation. This is natural, as are the unfounded charges of crime and violence. Have you heard both sides and carefully considered the facts with fairness and without prejudice? Or have you condemned the Klan on the testimony of its enemies without hearing the other side? 20 25

Enemies have tried every conceivable method to suppress the activities and growth of the Klan. They have tried mob violence, frame-ups, wine, women, lawyers, judges, and governors. In spite of the hell-born efforts to check its growth, disrupt its membership, and destroy its influence, the Klan marches steadily onward and upward toward the successful defeat of wrong and a triumphant victory for what is right. 30

Surely the hand of God is leading this great movement. Nothing short of God's protection could ever have saved the Klan from wreck and ruin as it has passed through such trying ordeals and dangerous experiences. 35



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- 3** How accurate is it to say that the availability of hire purchase schemes was the main reason for the growth of the American economy in the years 1920-29?

(Total for Question 3 = 20 marks)



-
- 3** How accurate is it to say that Jazz music was the most significant feature of the changes in American culture during the 1920s?

(Total for Question 3 = 20 marks)



-
- 3** How far were developments in technology and mass production responsible for the US economic boom of the 1920s?

(Total for Question 3 = 20 marks)



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

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

- 1** How far could the historian make use of Sources 1 and 2 together to investigate the attitudes in the United States towards the introduction of radio in the 1920s?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 1 = 20 marks)

Sources for use with Section A.

Answer the question in Section A on the option for which you have been prepared.

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

Sources for use with Question 1.

Source 1: From Frederick Lewis Allen, *Only Yesterday: An Informal History of the 1920s*, published 1931. Here Allen is recalling the initial impact made by some of the first radio broadcasts.

In the winter of 1921–22, radio became a sudden craze. Soon everybody was talking, not about the telephone, but about radio. A San Francisco paper described the discovery that millions of people were making: 'There is radio music in the air, every night, everywhere. Anybody can hear it at home on a receiving set, which any child can construct in an hour.' In February President Harding had a set installed in his study, and a golf club announced that it would install a radio to enable golfers to hear church services on Sundays. In April, passengers on a train heard a radio concert, and a prominent pastor broke all records for modernising Christianity by broadcasting an Easter sermon from an airplane. 5 10

Newspapers brought out radio supplements and thousands of previously utterly unmechanical people puzzled over articles about radio parts such as tubes, circuits and crystals. Every other man you met on the street stopped you to tell you how he had sat up all night with earphones clamped to his head, and had actually heard the baseball star, Babe Ruth! How could one bother about the controversial political issues of the day if one was facing such momentous questions as how to construct a loop aerial? 15



Source 2: From an article written by the author, Jack Woodford, in *The Forum* magazine, published April 1929. *The Forum* regularly invited essays on controversial issues of the day. Here Woodford is commenting on radio as an advertising medium.

Do you remember, a few years ago, the joy we felt when the wonder of radio came to our attention? Ah, at last, here was something overwhelming that was going to broaden American life and culture. Something that was going to bring peace on earth and good will to men. And now we know what we have got in radio – just another medium – like the newspapers, the magazines, the billboards – for advertisers to use to pester us. A blatant signboard erected in our living rooms to bring us news of miraculous fuel-saving motor cars and cigar lighters that always light. 20 25

Formerly, we still had some constructive leisure time, but now there is very little danger that Americans will resort to the vice of thinking! Instead of hearing the pick of the country's brains, we hear potential Presidents explaining how it is possible for them to be both 'wet and dry', both 'for and against' every issue put before the voters of this splendid nation. 30

Friends sit around the radio sipping gin and listening to so-called music mixed in with long lists of the bargains to be had at 'Whatsit's' Department Store. Thus dies the art of conversation. I predict that in two years, at the present rate of advertising, no one will be listening; radio will be dead. We can put up a headstone over the grave, inscribed *Killed by Advertising*. 35



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- 3** 'It was racial intolerance that was mainly responsible for divisions in American society in the 1920s.'

How far do you agree with this statement?

(Total for Question 3 = 20 marks)



-
- 3** How accurate is it to say that jazz music was the main feature of cultural change in America during the 1920s?

(Total for Question 3 = 20 marks)



3 'In the 1920s, the Ku Klux Klan possessed neither sizeable support nor significant influence.'

How far do you agree with this statement?

(Total for Question 3 = 20 marks)



-
- 3** How accurate is it to say that federal government policies were the main reason for the economic boom of the 1920s?

(Total for Question 3 = 20 marks)



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

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

- 1** How far could the historian make use of Sources 1 and 2 together to investigate the American people's responses to Prohibition during the 1920s?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 1 = 20 marks)

Sources for use with Section A.

Answer the question in Section A on the option for which you have been prepared.

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

Sources for use with Question 1.

Source 1: From an article in *The American Legion Weekly*, the journal of the US ex-servicemen's organisation, published May 1924.

America's womenfolk have joined the ranks of the bootleggers. More than 50,000 of them have left their kitchens and shops to engage in the manufacture, smuggling and sale of booze in so-called 'dry' states in America. Aged from six to sixty, these women are recruited from all classes – from the slums of New York to the exclusive homes of California and Washington.

5

Some of these women are bold, brainy and beautiful, some tough, intolerant and unattractive. Some are white, some black. All provide a big problem for the Prohibition Enforcement agency. Almost every Federal or State court has encountered at least one female charged with violations of the Volstead Act. More than 25,000 women have been fined or jailed.

10

Prohibition Commissioner, Roy Haynes, says that these 'queens of bootlegger' are a real menace. His agents have been warned against showing favour to them because they were women. 'Many of the women arrested are just silly persons who think it smart to peddle booze, but others are of the adventurous type who go into it for gain and excitement.'

15

These women have become rich by organising illegal booze ships to sail from the Bahamas to the USA, driving high-powered automobiles over the 'booze border' between the USA and Canada, or by standing alongside gangsters fighting off Prohibition agents.

Source 2: From Felix von Luckner, *Sea Devil Conquers America*, published 1928. Count Felix von Luckner was a German naval war hero who visited the United States in 1927.

My first experience of Prohibition came in a car owned by a woman friend on a cold New York day. Sitting on a stray cushion, I gradually noticed a dampness down below that soon became a flood. The odour of fine brandy told me I had burst my host's unusual liquor flask.	20
In time, I learned that other things were not what they seemed. The Teddy Bears that suddenly became popular among the ladies often had hollow metal stomachs.	25
Prohibition has created a beloved, universally respected, very profitable occupation, that of bootleggers who smuggle forbidden liquor. Everyone knows this. Their profession is respected because it is essential. It is also respected because it involves danger and taking risks. Occasionally, a bootlegger is caught and must go to prison or, if wealthy enough, get someone to go to prison on their behalf.	30
Prohibition has, in some respects, been successful. The disreputable saloons, where the labourer once drank away half his wages, have disappeared. Now, the labourer can afford a car to take his family to the seaside. Fewer crimes are caused by drunkenness.	35
However, forbidden attractions encourage new forms of law-breaking. I am convinced that many fewer people would drink if it was not illegal. A flood of poison alcohol has taken the place of fine whiskey. The few 'dry' states have unwisely imposed their will on the whole Union.	40

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- 3** How accurate is it to say that the automobile industry was the most significant factor in the economic boom during the 1920s?

(Total for Question 3 = 20 marks)



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- 3** How far do you agree that the economic boom of the 1920s was due more to technological advances than to the availability of hire purchase?

(Total for Question 3 = 20 marks)



KEY TOPIC 2

THE GREAT DEPRESSION AND THE NEW DEAL, 1929–41

16 questions in this sub-topic · 272 marks · lowest tariff first



You should start the answer to part (a) on page 11.

1 (a) Study Source 1 in the Sources Booklet before you answer this question.

Why is Source 1 valuable to the historian for an enquiry into the effectiveness of the New Deal in the South?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)



Sources for use with Section A.

Answer the questions in Section A on the option for which you have been prepared.

Option 2H.1: The USA, c1920–55: boom, bust and recovery**Source for use with Question 1(a).**

Source 1: From *Report of The National Emergency Council on Southern Economic Conditions, 1938*. The NEC was set up by President Roosevelt in 1933 to coordinate the work of federal agencies in implementing the New Deal programme.

Outward migration reflects the failure of the federal agencies in the South to provide adequate opportunities for its people. In their search for jobs, productive middle-aged groups leave in the greatest numbers, tending to make the South a land of the very old and the very young. A recent study of the Cotton Belt* has shown that 31 per cent of households on relief were without any employable male. Even if southerners had wages equal with the North, a great gap would still remain in living standards. 5

Child labour is more common in the South than anywhere else, and several Southern states have the largest proportion of their women in employment. Low male industrial wages force wives and children to take a large part of the burden of family support. Two Southern states have enacted no laws whatever to fix maximum hours for women workers. Many industries, including cotton manufacturing, pay wages well below those estimated by the Works Progress Administration as the lowest which would maintain a worker's family. 10

* Cotton Belt = the cotton-growing region in the South of the USA

Source for use with Question 1(b).

Source 2: From *Case Studies in Personnel Security*, edited by Adam Yarmolinsky and published by The Washington D.C. Bureau of National Affairs, 1955. In this case, heard in September 1954, the employee had been sacked and was fighting charges made against him of disloyalty.

The employee has been a Federal meat inspector for 38 years, without access to classified documents. The charge is that he had been a Communist Party member from 1943–46 and had falsified his 1944 employment application to the Civil Service by denying that he had ever been a member of a proscribed organisation. The Federal agency representatives produced, but would not put on record, a photocopy of the employee's Communist Party membership book, with his name typed in. They produced no witnesses because their case rested on confidential informants. 15 20

The employee's lawyers produced 15 witnesses. Their testimony suggested that the employee was an outstanding Christian, family man and church and community leader and had always spoken ill of communism. One witness said the employee had fought to prevent Communist control of the NAACP (the employee is a Negro). The employee testified that he had been compelled to join a Communist-dominated union to get nightwork in the arms industry. He denied emphatically that he had ever been a Communist or had any connection with them. 25 30



You should start the answer to part (a) on page 11.

1 (a) Study Source 1 in the Sources Booklet before you answer this question.

Why is Source 1 valuable to the historian for an enquiry into problems facing workers in the USA in the early 1930s?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)



Sources for use with Section A.

Answer the questions in Section A on the option for which you have been prepared.

Option 2H.1: The USA, c1920–55: boom, bust and recovery**Source for use with Question 1(a).**

Source 1: From the Living History Farm website. Living History is located in Nebraska and collects oral history interviews of people from the rural Midwest. Here Florence Thompson is interviewed in the 1990s about her experiences in the 1930s.

I was one of the Okies. I left Oklahoma and went to Oroville, California. That's where my husband died in 1931. I was 28 years old and I had five kids; one never even saw her daddy. She was born after he died. It was very hard. I picked cotton for a measly 50-cents a hundred pounds in weight. I generally picked around 500 pounds a day. I didn't even weigh a hundred pounds myself. 5

After that I lived in Shafter, California and I'd leave home before daylight and come in after dark. We just existed! We survived, let's put it that way. I walked from what they called a Hoover camp to way down on First Street, and worked in a diner for 50-cents a day and the leftovers. Yeah, they'd give me what was left over to take home with me. Sometimes, I'd carry home two buckets of scraps. 10

Source for use with Question 1(b).

Source 2: From a speech to the US Senate by Democrat Senator James Eastland of Mississippi, 27 May 1954. Eastland, a wealthy landowner, was best known nationally as a symbol of white Southern support for racial segregation. Here he is responding to the Supreme Court's ruling on school integration.

The southern institution of racial segregation or racial separation is the correct, self-evident truth. Separation promotes racial harmony. It permits each race to follow its own pursuits, and its own civilization. Segregation is not discrimination. Segregation is not a badge of racial inferiority, and that is recognized by both races in the Southern States. Segregation is desired and supported by the vast majority of the members of both races in the South, who dwell side by side under harmonious conditions. 15

It is where social questions are involved that Southern people draw the line, where Southern people will not permit the Supreme Court to tamper. 20

There is no racial hatred in the South. The Negro race is not an oppressed race. All free men have the right to associate exclusively with members of their own race, the right to send their children to schools of their own choosing and to build up their own culture, all free from governmental interference. These rights are clear in the American system of government, both state and national. 25

You should start the answer to part (a) on page 11.

1 (a) Study Source 1 in the Sources Booklet before you answer this question.

Why is Source 1 valuable to the historian for an enquiry into responses to economic problems faced by the USA in 1929?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)



Sources for use with Section A.

Answer the questions in Section A on the option for which you have been prepared.

Option 2H.1: The USA, c1920–55: boom, bust and recovery**Source for use with Question 1(a).**

Source 1: From a speech made by President Hoover to an audience of 400 key businessmen, 5 December 1929. Here he is reporting on a series of meetings with leading bankers and industrialists at the White House over the previous two weeks.

The very fact that you gentlemen come together to plan future prosperity represents an opportunity to get business more involved in the welfare of the public. A great responsibility rests upon the business and economic organisations of our country.

I am pleased to report that the conferences with the leaders of big business, that began on 19 November, have already produced substantial results in three significant areas. Firstly, the central bank has made more credit available to business. Secondly, it has lowered interest rates to responsible local banks. Thirdly, it has refused such a favour to those banks that made irresponsible loans to individuals for the purpose of stock market speculation.

Taken together, these measures will ensure the availability of funds for businesses to invest in legitimate projects. In addition, the industrialists that I invited to the White House have voluntarily agreed to maintain wage rates for their workers. These business decisions will sustain the purchasing power of the nation by boosting the sales of consumer goods.

Source for use with Question 1(b).

Source 2: From Martin Dies, *The Trojan Horse in America*, published 1940. Dies was the first chairman of the House Un-American Activities Committee (HUAC). Here he is commenting on those who benefited from the WPA in the years 1938–39.

The Works Projects Administration (WPA) was the greatest financial bonus that ever came to the Communists in the United States. Josef Stalin, the Communist dictator of the Soviet Union, could not have been more delighted by his agents in the USA. Relief projects for writers and musicians swarmed with Communists. Communist working men, who had been recipients of relief, were now entrusted by New Deal officials with high administrative positions in the projects. In one Federal Writers' Project in New York, one third of the writers were self-confessed, signed-up members of the Communist Party.

Many witnesses have testified that it was necessary for WPA workers to join the Workers Alliance, a left-wing organisation, in order to get or retain their jobs. By 1938, the Workers Alliance was thoroughly dominated by the Communist Party, effectively becoming an extension of that organisation. Several hundred Communists held advisory or administrative positions in the WPA projects.



You should start the answer to part (a) on page 11.

1 (a) Study Source 1 in the Sources Booklet before you answer this question.

Why is Source 1 valuable to the historian for an enquiry into Roosevelt's introduction of the New Deal in 1933?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)



Sources for use with Section A.

Answer the questions in Section A on the option for which you have been prepared.

Option 2H.1: The USA, c1920–55: boom, bust and recovery**Source for use with Question 1(a).**

Source 1: From the memoirs of Frances Perkins, *The Roosevelt I Knew*, published 1947. Perkins was appointed as US Secretary of Labour in 1933. Here she recalls speaking with President Roosevelt shortly after her appointment.

I proposed immediate federal aid to the states for direct unemployment relief, an extensive programme of public works, unemployment and old-age insurance, abolition of child labour, and the creation of a federal employment service. Although it was a very radical programme, Roosevelt accepted it with enthusiasm.

5

Roosevelt then suggested the idea for a new agency that became known as the Civilian Conservation Corps. Roosevelt loved trees and hated to see them cut down and not replaced. It was natural for him to wish to put the unemployed to repairing such devastation. His enthusiasm for this project, which was all his own, led him to exaggerate what could be accomplished. He thought that any man or boy would rejoice to leave the city and work in the woods.

10

Characteristically, he thought up the project, boldly rushed it through, and happily left it to others to worry about the difficult details.

Source for use with Question 1(b).

Source 2: From an interview given by Albert Maltz to the *New York Times* newspaper, published 1972. Maltz was a member of the Hollywood Ten group of film producers, directors, and screenwriters investigated by HUAC in 1947. Here he is commenting on the experiences of other members of the Hollywood Ten.

There is currently a view that declares that everyone was equally a victim during the years of the blacklist. It is morally wrong to suggest that this is true.

15

Adrian Scott and Edward Dmytryk refused to co-operate with HUAC. As a result of this, they were convicted and went to jail. Scott had produced the notable film *Crossfire* in 1947 and Dmytryk was its director. *Crossfire*, about a racist murderer who avoids detection through his friends' loyal protection, had won wide critical acclaim and many awards.

20

When Dmytryk emerged from his prison term he did so with a new set of principles. He adjusted his views, testified as a supporter of HUAC, praised its purposes and practices and denounced all who opposed it. Dmytryk immediately found work as a director and has worked regularly in the Hollywood film industry ever since. Adrian Scott, who came out of prison without changing his moral principles, was blacklisted. He was not permitted to produce a film for a studio again for many years.

25

To assert that Scott and Dmytryk were equally victims is beyond my comprehension.



Q4

- 4 How far were opponents of President Franklin D. Roosevelt successful in changing the course of the New Deal for the American people in the years 1933–41?

(Total for Question 4 = 20 marks)



-
- 3** 'The New Deal only resulted in bigger federal government which was willing to spend more money.'

How far do you agree with this statement?

(Total for Question 3 = 20 marks)



-
- 3** 'The Smoot-Hawley Tariff was the most damaging of the attempts to deal with the economic downturn during the Presidency of Hoover.'

How far do you agree with this statement?

(Total for Question 3 = 20 marks)



Explain how the early stages of recovery, bust and recovery,

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

- 1** How far could the historian make use of Sources 1 and 2 together to investigate the objectives of the Second New Deal towards business in the USA?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 1 = 20 marks)

Sources for use with Section A.

Answer the question in Section A on the option for which you have been prepared.

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

Sources for use with Question 1.

Source 1: From a speech made to Congress by President Roosevelt, 19 June 1935. Here he is arguing for tax reforms in the proposed Revenue Act.

Social unrest and a deepening sense of unfairness are dangers to our national life which we must minimise rigorously. People know that vast personal incomes obtained through business come not only through the effort, ability or luck of those who receive them, but also because of the opportunities provided for business by the Government. Therefore, the duty rests upon the Government to restrict such incomes by very high taxes, since the transmission of vast business fortunes from generation to generation is not consistent with the ideals of the American people. 5

It seems only fair, therefore, to adjust our tax system in accordance with economic advantage and reality as well as the ability to pay. We have established the principle of differing levels of taxation for personal incomes. We should apply the same principle to business. Today the smallest business pays the same rate on its net profits as the corporation a thousand times bigger. 10

I therefore recommend the replacement of the present uniform business tax of 13.75% with a graduated rate, starting at 10.75% for small businesses, rising to 16.75% in the case of the largest corporations, with classifications of business size decided in the public interest. 15



Source 2: From a letter entitled *Policies Detrimental to Industry*, written by Roy W Howard to President Roosevelt, 6 September 1935. Howard was head of a newspaper chain generally friendly to the Roosevelt Administration. Here he is commenting on the President's New Deal strategy.

As an independent editor I am keenly interested in the objectives of the New Deal. I have been seeking reasons for the doubts and uncertainties of businessmen. Many are sceptics, critics, and outright opponents of your programme yet there is no equivalent dissatisfaction coming from other sections of the electorate. 20

It is an obvious fact that certain elements of business have been growing more hostile to your Administration. So long as this hostility came from financial racketeers, it was of slight importance. No crook loves a cop. But any experienced reporter will tell you that many successful businessmen, who once gave you sincere support, are now not merely hostile, they are frightened. They believe that your tax bill aims at revenge rather than revenue recovery from business. They also believe that there can be no real recovery until you grant a breathing spell to industry and a break from further experimentation until the country can recover its losses. 25 30

Our system has, up to now, enabled us to achieve greater progress than has been attained by any other system on earth. Therefore, instead of attacking business, you should concentrate on attacking those who oppose the New Deal by claiming it is a revolution in disguise. 35



- 4 How accurate is it to say that critics of Roosevelt failed to change his New Deal policies in the years 1933–38?

(Total for Question 4 = 20 marks)



- 4 'The Second New Deal brought fundamental reform to the conditions in work and to the social security of the people of the United States.'

How far do you agree with this statement?

(Total for Question 4 = 20 marks)



- 4 How accurate is it to say that the New Deal benefitted black Americans more than it benefitted other ethnic minorities in the USA?

(Total for Question 4 = 20 marks)



Open with the very first sentence, and the rest of the paragraph.

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

- 1** How far could the historian make use of Sources 1 and 2 together to investigate the impact of the Depression on the lives of Americans?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 1 = 20 marks)

Sources for use with Section A.

Answer the question in Section A on the option for which you have been prepared.

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

Sources for use with Question 1.

Source 1: From Gordon Parks, *The Hawk Has Come*, published 1969. Parks was a photographer, author and filmmaker. As a 16-year-old boy in 1929, he had been paying for his own private high school education by working part time at an exclusive social club. Here he recounts events that changed his life in Minnesota in October 1929.

When I arrived at work on a Wednesday afternoon in October, I found a puzzling notice pinned to the staff noticeboard. It read:

‘Because of unforeseen circumstances, some personnel will be laid off from the first day of next month. Those affected will be notified in due course – The Management’.

5

I changed into my uniform, wondering what had happened.

By Thursday (24 October), the whole world knew. ‘MARKET CRASHES—PANIC HITS NATION!’ one headline blared. The newspapers were full of stories about the crash. I read everything I could get my hands on, grasping the full meaning of such terms as ‘Black Thursday’, ‘deflation’ and ‘depression’.

10

I couldn’t imagine this financial disaster touching my small world; it surely concerned only the rich. But by the first week of November, I knew differently. Along with millions of others across the nation, I was without a job. All that week, I searched for any kind of work that would prevent my having to leave school. Again, it was: ‘We’re firing, not hiring’. Finally, on 7 November, I went to school and cleared out my locker, knowing it was impossible to stay on. A piercing chill was in the air as I walked back to the school boarding house.

15



Source 2: From Meridel Le Sueur, *Women on the Breadlines*, published 1932. Le Sueur's eyewitness accounts recorded the struggle of poor women in Minnesota during the Depression.

I am sitting in the city employment bureau. We sit here every day, waiting for a job. There are no jobs. Most of us have had no breakfast. Some have had meagre rations for over a year. Is there any place else in the world where a human being is supposed to go hungry amidst plenty without protest, where only the boldest steal or kill for bread? We sit looking at the floor. No one dares think of the coming winter. We look down. It's too terrible to see this terror in each other's eyes. 20

Most of the women who come here are middle-aged, some have families, some have men who are out of work. In hard times, the man leaves to hunt for work. He doesn't find it. The woman probably doesn't hear from him for a long time. She struggles alone to feed many mouths. Sometimes there is help available from charities. If she's willing to accept it, she can live decently. If she's too proud to accept it, she starves silently, coming home after a day's searching for work to wrestle with housework and her children. 25 30

Thousands of farms have been abandoned in Minnesota. There is a mass departure of girls from the farms into the city. There are young girls here at the employment bureau, recently arrived from the countryside. The prettier ones can get jobs in the few jobs available in stores, or waiting on table, but these jobs are only for the attractive. 35



- 4 How far do you agree that the USA's economic recovery, in the years 1933–41, owed more to the development of a war economy than to the impact of the New Deal?

(Total for Question 4 = 20 marks)



-
- 3** How far do you agree that opponents and critics of the New Deal were successful in changing its nature in the years 1935–38?

(Total for Question 3 = 20 marks)



- 4 How accurate is it to say that the Second New Deal changed the lives of disadvantaged Americans in the years 1935–38?

(Total for Question 4 = 20 marks)



C11

4 'The position of ethnic minorities improved markedly in the years 1933–45.'

How far do you agree with this statement?

(Total for Question 4 = 20 marks)



KEY TOPIC 3

THE SECOND WORLD WAR AND AMERICAN SOCIETY, 1941–45

8 questions in this sub-topic · 136 marks · lowest tariff first



You should start the answer to part (a) on page 7.

1 (a) Study Source 1 in the Sources Booklet before you answer this question.

Why is Source 1 valuable to the historian for an enquiry into the impact of World War II on women?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)



Sources for use with Section A.

Answer the questions in Section A on the option for which you have been prepared.

Option 2H.1: The USA, c1920–55: boom, bust and recovery**Source for use with Question 1a.**

Source 1: From *What did you do in the War, Grandma?*, an oral history project conducted by students at South Kingstown High School, Rhode Island in the mid-1980s. Catherine Ott spoke about her experiences as a young woman during World War II.

Curtis Wright, the airplane factory, needed women to replace called-up engineers. They recruited ten from my college; I guess it was an honor, but I just thought of it as something different. We learned just the essentials like machine and airplane engine design and drafting. I went to work as an engineer's assistant, earning around \$40 a week. My father had been supporting a family of seven on just \$25 a week before the war. 5

Finally, I tried to get into the army. My parents were against it. They felt I could better spend my time practicing the piano and riding my bicycle. I got in the WACs* in 1944. A lot of men still did not want women in the Army: 'A woman's place is at home.' They said all women were only there to keep the soldiers happy and all this type of propaganda. We tried to fight it by acting the way we were brought up but what really annoyed them was that women really did good jobs. The war was a great eye-opener to many men. 10

* WAC – Women's Army Corps

Source for use with Question 1b.

Source 2: From *Labor's Giant Step* by Art Preis, published 1964. He was a union leader in the 1930s and 1940s. Here Preis is giving an eyewitness account of President Roosevelt's handling of two industrial disputes in 1941.

Inspired by the Roosevelt administration's strikebreaking intervention, local police made a violent assault on the picket line outside the Allis-Chalmers coal mine. Many were sickened and injured, but the line held and picketing continued. The union voted to end the strike when the company agreed to accept the very terms the union would have settled for at the beginning. 15

Two months later Roosevelt moved into the most violent phase of his anti-strike program, using federal troops to smash the picket lines of peaceful strikers at the North American Aviation plant in California. Their minimum wage was ten cents less than an unskilled laborer's relief wage on the WPA, far below the subsistence rate calculated by government agencies. With an army of 3,500 federal troops the United States government waged its first military action of World War II - on American soil. It was a campaign against American workers resisting hunger wages in order to open the plant in the interests of a so-called national emergency. 20 25

1 (a) Study Source 1 in the Sources Booklet before you answer this question.

Why is Source 1 valuable to the historian for an enquiry into women's roles in the war effort during the Second World War?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)

Sources for use with Section A.

Answer the questions in Section A on the option for which you have been prepared.

Option 2H.1: The USA, c1920–55: boom, bust and recovery**Source for use with Question 1(a).**

Source 1: From a US Government War Manpower job leaflet, published February 1942. The leaflet is requesting women to register for wartime employment.

Whereas before the war the hiring policy was 'no women', now women are being hired as fast as they can be found. They operate lathes, assemble engines, repair radios and are expert welders.

Every housewife should answer this question: 'Can I be of greater service at home or in an armaments factory?'

5

Every woman would defend her home with a gun, a knife or her bare fingers. Hitler and his armies will not invade America if women help to build ships to transport our men, tanks, airplanes and munitions to the battle lines on other continents – or if women take other jobs directly aiding the war effort.

At this time of national crisis, as a good American, every woman who can take an essential job is urged to register with the United States Employment Service during this Woman's Registration Week.

10

Remember: every woman who takes a job hastens both the day of victory for American arms – and peace.



Source for use with Question 1(b).

Source 2: From an interview given by A. Philip Randolph, July 1972. Randolph was a leader of the civil rights movement. Here Randolph recalls the work of Marcus Garvey, another prominent activist, in Harlem, New York in the 1920s.

There was this great leader from the Caribbean, you know — he became a very good friend of mine. What was his name? This is a man I spent a lot of time with during the Harlem Renaissance. I just thought of him now – Marcus Garvey. But, of course, we did not hold the same views or have the same concerns. He wanted to go to Africa. He built the Garvey Movement on the basis of black nationalism.

15

20

Garvey could get into the mind and spirit of the Black American. He made quite a name for himself. No one could mobilise the Movement as he did to stand up for social and racial progress. Hundreds of people came to Garvey's meetings and he believed that he could link them to their roots in Africa. But, of course, he never could get many people to go to Africa, nor was he able to get the money to pay for it, but he had the idea, the dream.

25



5 How far did the wartime economy improve the lives of African Americans in the years 1939–45?

(Total for Question 5 = 20 marks)



- 4 How significant were the actions of the federal government in changing the status of ethnic minorities in the war years, 1941–45?

(Total for Question 4 = 20 marks)



- 4 How far do you agree that movies, music and the radio had a similar effect on the morale of the American people during the war years (1941-45) as they did during the New Deal years (1933-40)?

(Total for Question 4 = 20 marks)



- 4 'The Second World War was more beneficial for the economic progress of black Americans than it was for other ethnic minorities in the USA.'

How far do you agree with this statement?

(Total for Question 4 = 20 marks)



- 4 'Disney was the most significant Hollywood influence on the morale of the American people during the Second World War.'

How far do you agree with this statement?

(Total for Question 4 = 20 marks)



- 4 How far do you agree that the Second World War was the most significant development in changing the status of ethnic minorities in the USA in the years 1933–45?

(Total for Question 4 = 20 marks)



KEY TOPIC 4

POST-WAR AMERICA, 1945–55

14 questions in this sub-topic · 268 marks · lowest tariff first



You should start the answer to part (a) on page 11.

1 (a) Study Source 1 in the Sources Booklet before you answer this question.

Why is Source 1 valuable to the historian for an enquiry into the influence of communism on Hollywood in the late 1940s?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)



Sources for use with Section A.

Answer the questions in Section A on the option for which you have been prepared.

Option 2H.1: The USA, c1920–55: boom, bust and recovery**Source for use with Question 1(a).**

Source 1: From Ayn Rand, *Screen Guide for Americans*, published 1947. Rand was writing for the Motion Picture Alliance for the Preservation of American Ideals, an organisation of conservative members of the Hollywood film industry. She was a right-wing novelist and screenwriter.

The purpose of the Communists in Hollywood is not the production of political movies openly promoting Communism. Their purpose is to ruin our decent values by casually introducing propaganda into innocent stories. This makes people absorb the basic principles of Communism.

The principle of free speech means we do not pass laws to forbid Communists the expression of their ideas. But the same principle does not require us to give them the means to preach their ideas. Nor does it imply that we owe them jobs and support so they can plot America's destruction. 5

DON'T hire Communists to write, direct or produce movies. You cannot expect Communists to remain neutral. They have declared repeatedly that their movie making is only a means to an end – the political triumph of the working class. 10

Source for use with Question 1(b).

Source 2: From a speech made by Roy Haynes to the Women's Christian Temperance Union, 26 January 1927. Haynes was in charge of Prohibition Enforcement for the federal government in the years 1920–25. In 1925 he was dismissed for failing to make sufficient progress.

We must remember that prohibition is the greatest effort for human advancement and improvement ever attempted in history. It calls for a change in the habits and customs of the people in all sections of the nation. Therefore, the most heartening feature of the situation is that so large a majority of the American people respects the Constitution and observes this law. This is in spite of the fact that there are many citizens of influence and position who, by non-observance, are embarrassing the government in carrying out this great task. 15

What has the experience of these last seven years taught us? We have learned the size of the task, the power of propaganda and the inadequacy of our legislation. There is not enough emphasis on obeying the law. We cannot tell who the friends are and who are the foes of prohibition and their real plans. In spite of all, real progress is being achieved. 20

What of the future? Our immediate campaign must be based on recognising the most troublesome hurdle: is the nation able to enforce its own laws in the face of an unsympathetic and actively hostile minority? 25



Q5

- 5 How accurate is it to say that the actions of the House Un-American Activities Committee (HUAC) in the years 1947–50 were the main reason for McCarthyism in the years 1950–54?

(Total for Question 5 = 20 marks)



- 4 How far do you agree that the NAACP was primarily responsible for changing the status of black Americans in the years 1944–55?

(Total for Question 4 = 20 marks)



- 5 To what extent did the NAACP improve black American civil rights in the years 1945–55?

(Total for Question 5 = 20 marks)



- 4 How significant was the role of television in transforming popular culture in the years 1945–55?

(Total for Question 4 = 20 marks)



- 5 How accurate is it to say that the most important factor in the growth of the American economy, in the years 1945–55, was the increased travel opportunities of the American people?

(Total for Question 5 = 20 marks)



- 5 How accurate is it to say that the most significant post-war development in the United States, in the years 1945–55, was the development of a consumer society?

(Total for Question 5 = 20 marks)



-
- 3** How far did the Red Scare in the 1920s differ from the second Red Scare in the years 1945–55?

(Total for Question 3 = 20 marks)



Open with the very first sentence, and the rest of the paragraph.

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

- 1** How far could the historian make use of Sources 1 and 2 together to investigate the impact of the Levittown projects on urban communities in America in the 1950s?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 1 = 20 marks)

Sources for use with Section A.

Answer the question in Section A on the option for which you have been prepared.

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

Sources for use with Question 1.

Source 1: From Peter Bacon Hales, *Levittown: Documents of an Ideal American Suburb*, published 2001. Hales was brought up in Levittown, New York, and later became a professor of the history of art and architecture. Here he is recalling the Levittown community in the late 1950s.

Levittown as a community was a major attraction. Levitt was smart. He understood that his housing development was too big to work as one neighbourhood. Therefore, he built it as a new form of community: an extended cluster of neighbourhoods with five 'village centres' to keep the elements together. Weekly news magazines treated Levittown as typical of the new America. 5

The bare landscape didn't seem so awful to new residents, who knew that trees and grass would quickly grow. They understood the Levitt salesman, promising opportunities to personalise your Levittown house, inside and out. Over time, Levittown houses changed in character, as their occupants increased in status and wealth. Families expanded and they were influenced by the home improvement projects and summer vacation plans of other Levittown residents. Over time, too, a community was developed and assembled by individuals who remembered the neighbourhoods from which they themselves had come. But this was a start-up neighbourhood without the history and heritage of generations living in the same place. So the institutions had to be made, then modified with use. 10 15

Today's Levittown is a testimony to the resilience of the community, and to a time of American optimism, expansiveness, and prosperity. Yet its history also contains mistakes such as the racial covenants in the early Levitt-controlled years. These errors remind us of Levittown's dependence on the roots of American culture, both decent and shameful. 20



Source 2: From *Newsday*, a New York City newspaper, 2 September 1957. The article was published on the tenth anniversary of the establishment of Levittown, New York.

William J Levitt does not like to discuss discrimination in the communities he designed. In a statement he made in May 1954, Levitt said that it was a fact that most whites preferred not to live in mixed communities and that this was the characteristic of our society as a whole. He had no hesitation in stating that he would not rent or sell directly to black people. 25

A Committee to End Discrimination challenged Levitt's policies regarding non-whites, who were not allowed to rent in Levittown. It should also be stated that some of the attacks on Levitt appeared to have been deliberate agitation stirred up by left-wing groups. The Committee was successful in deleting a 'whites-only' clause from Levitt's leases, but unsuccessful in changing his rental and purchase policies. 30

Actually, a black family bought a Levitt house from a private owner in 1950 and moved in, apparently without any fuss or discrimination. And two years later, another black family was able to purchase a home. But, in 1953, a different black family, who were renting their home, were refused a new lease. The racial issue in Levittown was out in the open. They were evicted and the district court upheld the landlord's right to rent to whom he pleased. 35

- 5 To what extent was a new teenage culture evident in the lives of young Americans in the years 1945–55?

(Total for Question 5 = 20 marks)



- 5 How accurate is it to say that television was the key reason for changes in popular culture in the years 1945–55?

(Total for Question 5 = 20 marks)



- 4 'The actions of the House Un-American Activities Committee (HUAC), in the years 1947–50, were the main reason for the increasing influence of Senator Joseph R McCarthy in the years 1950–54.'

How far do you agree with this statement?

(Total for Question 4 = 20 marks)



- 5 How accurate is it to say that, in the years 1945–55, television failed to encourage cultural change?

(Total for Question 5 = 20 marks)



Explain how the early stages of recovery, bust and recovery,

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

- 1** How far could the historian make use of Sources 1 and 2 together to investigate the impact of the ruling in the case of *Brown v Board of Education* (1954)?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 1 = 20 marks)

Sources for use with Section A.

Answer the question in Section A on the option for which you have been prepared.

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

Sources for use with Question 1.

Source 1: From a statement made to the press by Herman Talmadge, the Governor of Georgia, 18 May 1954. Here he is responding to the Supreme Court ruling in the case of *Brown v the Board of Education of Topeka, Kansas*, that had been handed down the previous day.

By its decision yesterday, the United States Supreme Court has reduced the US Constitution to a mere scrap of paper. The people of Georgia believe in, stand by, and will fight for their right, under the United States and Georgia Constitutions, to manage their own affairs. They cannot and will not accept the Court's ruling. It is an overtly political declaration that has no basis either in law 5 or in practice. It overturns their accepted pattern of life.

Yesterday's Court decision has provoked a challenge today from those who believe the Constitution means what it says. The US Constitution allows individual states the right to regulate their own internal affairs. Georgians accept the challenge and will not tolerate the mixing of the races in state schools or any of its tax-supported institutions. The fact that the Supreme Court has seen fit to confuse the law with the Chief Justice's views on how people interact with one another will not make any difference to Georgia's way of life. 10

If adjustments in our laws and procedures are necessary, they will be made. 15 In the meantime, all Georgians will live their lives in separate ways and in the traditional manner. The US and Georgia Constitutions have not been changed. The Georgia Constitution provides for separation of the races. It will be upheld.

Source 2: From an article by Roy Wilkins, published April 1955. Wilkins was the leader of the NAACP. Here he comments on the progress being made towards the desegregation of school education.

The NAACP believes that substantial numbers of white Southerners want to abide by the Constitution. They are willing to begin a programme of desegregation in their school districts. Many of these people have been intimidated by extremely vocal state Governors and other politicians. The NAACP is confident that desegregation will advance once the Supreme Court has decided on the procedure that will make it happen. Desegregation will happen, despite the frantic attempts of the governments of South Carolina, Georgia and Mississippi to shut down their state-funded schools. 20 25

Americans are basically law-abiding. Americans are basically fair. There is nothing fair about the Jim Crow school system. Its unequal and unfair system has been dragged out of darkness and into the light. The system has been displayed in front of the Supreme Court. It has been measured against the guarantees given to all people by the US Constitution. It has been found wanting. 30

The opponents of integration will try to delay and will use any means to block the Court's ruling. However, unless they take the extremely unlikely choice of leaving the federal union of the United States itself, they will behave as Americans always have behaved when fair play is demanded. There will be a new order for schools, and these opponents who hold positions in the state governments of the South will bring it about. 35

MARK SCHEMES

official Pearson Edexcel mark schemes



Question	Indicative content
1a	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse the source to consider its value for an enquiry into the problems associated with the trading in shares during the bull market of the 1920s. 1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: • It provides evidence that problems involving dubious practices were not confined to a few stockbrokers and that these were not tied to sound principles of supply and demand, but to the whim of the brokers • It suggests that a significant problem was that brokers manipulated the market to the advantage of their most wealthy clients • It implies that exposure of unfair discrimination against small investors is a problem. It is likely to damage the bull market as public realisation that they have been taken for 'suckers' may lead to disinvestment. 2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: • An undercover journalist is able to highlight the more extreme problems raised by the excesses of stockbrokers' corruption, unlike a journalist asking open questions, making it valuable as an investigation • <i>The Nation</i> had a stated mission to champion the cause of fairness over misrepresentation, strengthening the weight of its evidence • The final sentence indicates that the purpose of the source is to champion the cause of the ordinary investor against big, corporate interests by enlightening the former about the unfair favours offered to the latter. 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: • Over-investment in the stock market was a chief cause of the end of the bull market, as stock prices did not reflect the true values of companies • Subsequent federal legislation such as the Truth in Securities Act confirmed the corrupt nature of the stock market in the 1920s • Problems in share trading during the bull market were exposed mainly through speculative deals, such as the Florida property bubble • Despite the warnings of investigative journals of problems involving corrupt practices in the stock market, the small investor was more interested in a quick profit and the market remained buoyant throughout 1928 • Media investigations into particular stocks did bring periodic panics, which themselves contributed to the biggest panic of all, the Wall Street Crash.

Question	Indicative content
1b	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the source in relation to an enquiry into Huey Long's opposition to the New Deal. 1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: • The interviewee is Huey Long's son and of the same political mould. He may seek to exaggerate his father's influence in shaping the New Deal • The interviewee was in a good position to gauge his father's political influence because he witnessed Long's rallies personally and was old enough to understand his father's impact • An interview 35 years after the events is likely to focus on highlights and selected memory about Long's influence; it will have been Terkel's aim to extract these from Russell Long to make 'Hard Times' a good read. 1. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It provides evidence that opponent Huey Long was gaining significant popularity ('really catching on around the country') • It suggests that Long's popularity was based on a growing gulf of opportunity between rich and poor ('He thought it was time to spread the money around') • It suggests that Roosevelt was genuinely concerned about the impact of Long's campaign for a 'share-our-wealth' scheme ('Roosevelt was more worried about my father's influence than about the Social Security program') • It provides evidence that Roosevelt was prepared to shape policy nearer to Long's goals to weaken Long's left wing support ('Roosevelt moved to the left... to limit the progress Huey was making'). 2. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: • Long's popularity was evidenced by 8 million members in his 'share-our-wealth' clubs, which compelled FDR to act on his socialist policies and uplift 'the forgotten man' in his proposals • Long's proposals for steeply graduated taxes on corporations and individuals were reflected in the Revenue Act, shifting policy away from Republican tax-cutting policies • The Social Security Act, 1935 incorporating pensions for the elderly was a nod towards Long's guaranteed minimum income policy, though this and other measures did not go nearly as far as Long had wished • Long's assassination curtailed the threat to FDR's programme in the 1936 elections, eliminating a split in the Democrat vote and the subsequent assembling of a more liberal Congress had a greater influence than Long.

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



Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how accurate it is to say that racial intolerance was the most significant social problem of the 1920s. Arguments and evidence that racial intolerance was the most significant social problem in these years should be analysed and evaluated. Relevant points may include: • Widespread reporting of communist activities in Russia and Germany convinced US Attorney General, Mitchell Palmer of the need to purge the land of 'foreign-born subversives and agitators' - the Red Scare • There was substantial intolerance of Native Americans, evidenced by the need for the Meriam Report and the work of John Collier • In the South and Midwest the aim of the Ku Klux Klan was to maintain white Protestant supremacy- its victims in the twenties were blacks, immigrants, Jews and Roman Catholics. Arguments and evidence that racial intolerance was <i>not</i> the most significant social problem should be analysed and evaluated. Relevant points may include: • There was an even more widespread intolerance, especially by rural conservatives, of excesses in an era of Prohibition and the Jazz Age • Economic challenges in areas of high deprivation such as the agricultural South and old staple manufacturing regions led to social problems of unemployment and poverty • Issues of intolerance were often temporary. The Red Scare faded; Congress refused to pass an extreme sedition bill urged on it by Palmer. The KKK faded after the D.C. Stephenson case. Other relevant material must be credited.

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about how accurate it is to say that Red Scare was the key factor in the US restriction of immigration in the years 1920–29. Arguments and evidence that the Red Scare was the key factor in the US decision to restrict immigration in these years should be analysed and evaluated. Relevant points may include: • The Red Scare that communist ideas would spread to the USA led to growing resistance to mass immigration from communist-influenced areas of Europe and culminated in controls in the Acts of 1921 and 1924 • The bitter industrial disputes typical of the Red Scare of the early 1920s fuelled concerns that these were prompted by radical 'foreigners', giving further impetus to immigration controls • Race riots and anarchist bombings in eight cities provided the context for the Palmer Raids, the mass arrests and deportation of radicals at the height of the Red Scare, adding impetus for restrictions on immigration. Arguments and evidence that other factors were more important in the US decision to restrict immigration should be analysed and evaluated. Relevant points may include: • WASP fears that mass immigration would be resumed after the First World War and the USA would be 'swamped' by immigrants from southern and eastern Europe led to calls for controls • Fears over the loyalty of new immigrants from Germany and Austria-Hungary during the First World War added to the post war xenophobia • The conflict between the values of traditional rural/small town white Protestant America and the more 'modern' outlook of the new urban-industrial centres containing various immigrant groups • The influence of 'scientific racists' (e.g. Madison Grant), eugenics, and the KKK convinced many that non-white immigrants were inferior and their numbers should be controlled • Anti-immigrant attitudes were fuelled by the Sacco and Vanzetti case (1920–27) and contributed to new controls in the National Origins Act, 1929. Other relevant material must be credited.

Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about how accurate is it to say that the motor manufacturing industry was the key factor in the economic boom of the 1920s. Arguments and evidence that the growth of the motor manufacturing industry was the key factor in the economic boom should be analysed and evaluated. Relevant points may include: • The impact of the 'Ford revolution' in car manufacture for the mass market. Frederick W. Taylor's mass production and conveyor belt technology spread to other industries, driving down costs and raising production levels • The strategic importance of the car industry for the US economy (7 per cent of all US industrial workers and 9 per cent of industrial wages) contributed significantly to the boom • Indirectly automobile production created thousands of jobs in the steel, rubber, paint, lumber, oil, electrical and tourism industries. They themselves stimulated more employment as demand for their goods rose. Arguments and evidence that other factors were the key factor in the economic boom should be analysed and evaluated. Relevant points may include: • The impact of government philosophy, e.g. Republican support for laissez-faire economics allowed the market to flourish free from costly restrictions and high corporate taxation; reduced FTC regulation favoured business • The impact of the government tariff policies, e.g. the Fordney-McCumber Tariff Act (1922) which protected US industry from foreign competition and ensured the growth of new industries • The importance of Mellon's fiscal policy, which favoured big business and gave consumers more disposable income, e.g. revenue acts (1921-26) which cut surtax from over 50 per cent to 20 per cent • The economic impact of the First World War created a boom, as more manufacturing for the Allies aided the development of key industries after the war, e.g. chemicals • The availability of easy credit and hire purchase stimulated consumer demand. Other relevant material must be credited.

Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on the changing position of women in society in the United States in the 1920s. Source 1 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: ☐ The interviewed tobacconist could possibly be using the opportunity for a sales pitch, possibly exaggerating 'a very great and noticeable increase' in women smokers ☐ The New York Times is even-handed to the extent that it uses sources for its article which are both welcoming of the habits of new womanhood and opposed to them (the tobacconist versus the Methodist Church) ☐☐☐☐ The article is looking for a 'story'. The date - Leap Day - is one day of the year where tradition has it that women are allowed to assert themselves. It may therefore exaggerate the change in women's habits. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the changing position of women in society: ☐ It provides evidence that the dawn of a new decade has seen the liberation of women, making consumer choices for themselves, even though this may disturb the peace of US society ('warnings from the Peace Societies') ☐☐☐☐ It provides evidence that some people shared opposition to alcohol and opposition to women smoking. ☐☐☐☐ It provides evidence that not all women were in favour of changes in women's position in society, as the Women's Christian Temperance Union was running an anti-smoking campaign. 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: ☐ The WCTU and the Methodist Church were managing to uphold their stance against new social forces - the Prohibition Amendment was seen as a victory for them ☐ The 'flapper' reflected an important change in the life of American women in the 1920s, a pleasure-seeking lifestyle confirmed by this source, but she was only one stereotype in the role of women in society ☐ There was a rapid change in women's position as consumers of leisure products, including tobacco, cosmetics, fashion clothing. Women were taking control of their sexuality ☐☐☐☐ Despite the advent of the new woman and the 19th Amendment (the vote) being passed, a distinctive women's movement did not materialise.

Question	Indicative content
	Source 2 - The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: ☐ As a writer for a literary magazine in pre-Crash April 1929, Eunice Fuller Barnard had personal experience of the great bull market of the 1920s ☐ In writing her article, it is clear that Eunice Fuller Barnard believes that women deserve their place as valued stock market investors ☐ Barnard reveals her feminist credentials in regarding male conservatives as 'like a king ordering back the rising tide' ☐ The tone used by Barnard in her article suggests that she shows no class prejudice in her estimation of the new woman – 'gum-chewing blondes...' - The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the changing position of women in society in the United States in the 1920s: ☐ It provides evidence that women are still not fully integrated in a male investor's world, having 'special stockbrokers' rooms set aside for them' ☐ It indicates that Barnard believes that the effects of the stock market have been positive for women of all classes in the last five years ('meagre incomes... made modest fortunes') ☐ It provides information that Barnard believes that some women of modest social standing have gained a better place in society through their investing, ('even waitresses and telephone girls...') - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: ☐ Many thousands of women were able to find employment as telephonists, typists, secretaries and waitresses in the rapidly booming American economy ☐ Large numbers of women did not share in prosperity, not least women from farming communities and only a tiny proportion of the population owned shares ☐ Prosperity and therefore a permanent change in social position for women based on stock market speculation was often illusory - buying on the margin could have devastating consequences ☐ Most of the employment opportunities were in low-paid jobs - 40% of the population received only 12% of the nation's wealth and almost all employed women were in this group, having little money to invest. Sources 1 and 2 The following points could be made about the sources in combination: ☐ There is evidence of widespread recognition that women have a new position as independent consumers throughout the decade (1920 and 1929) ☐ There is agreement that conservative forces were having severe difficulty holding out against the advance of women in a man's world ☐ There is a clear contrast in the perspectives of the sources – The New York Times is rather dismissive of the new woman and her newly independent position in society, whilst Barnard applauds it.

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



Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about how accurate it is to say that organised crime was the key factor in causing the failure of Prohibition. Arguments and evidence that organised crime was the key factor in causing the failure of Prohibition should be analysed and evaluated. Relevant points may include: • Organised crime made national prohibition virtually unworkable as 'booze' was highly profitable. Gangsters bribed and intimidated prohibition agents. Prohibition failed as more alcohol was being consumed than before the ban • Organised crime became heavily involved in politics, so bribery and intimidation moved beyond prohibition agents to police, judges and local politicians. This fuelled calls for the end of prohibition • Large-scale smuggling was carried out by organised crime syndicates • Nationally publicised examples of gang violence such as the St. Valentine's Day Massacre added impetus to those who realised that the attempt to create a more moral country had actually done the opposite. Arguments and evidence that other factors were more important in causing the failure of Prohibition should be analysed and evaluated. Relevant points may include: • Ending prohibition would increase revenue • President Hoover established the Wickersham Commission, which reported that prohibition was impossible to enforce. His successor, Roosevelt would use this evidence to end prohibition • The availability of industrial alcohol led to a thriving domestic manufacture in illegal distilleries • Roosevelt was instrumental in passing the Beer Act because it created jobs and helped farmers who produced crops for alcohol manufacture • Prohibition failed because it attempted to force one moral view of society on all Americans. To many immigrant groups, e.g. Germans, Italians and Irish, drink was a key part of their culture which they were reluctant to give up. Other relevant material must be credited.

Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate Ku Klux Klan influence on American society in the 1920s. Source 1 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • The writer is a Democrat from the liberal north of the US. He is likely to see the Klan in a poor light, thereby emphasising factors which suggest malign influences ('It brings back the old, cruel, religious hatreds') • As a former legislator, in an appeal to law-abiding citizens, the writer wishes to expose the undesirable impact the Klan holds over society's constitutional process ('threatening and secret influence on legislators, judges and other officials') • The article is looking for a provocative approach, as the stated aim of <i>The Forum</i> magazine was to publish controversial articles. This may have the effect of exaggerating the darker side of Klan influence. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the influence of the Ku Klux Klan: • It suggests that the Klan captures the support of white, Anglo-Saxon Protestants by its attack on others ('no Catholic or Jew can be a good American'; 'discriminate because of colour') • It indicates that the Klan shamelessly seeks to influence prominent politicians as a way of securing support ('it tries constantly for control of elections, legislatures and government. And...to advertise all this as a great principle.') • It provides evidence that the Klan's influence is undemocratic ('abandoning...the American principle of rule by and for all.') • It suggests that the Klan's hold on legislators and law enforcers is so strong and wide that it is able to carry out its policies effectively ('It uses that hold to enforce its own demands... It acts secretly in both political parties'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: • In the mid-1920s, the Klan captured elements of the Maine Republican Party, even helping to elect a governor, Owen Brewster, damaging the Democrats • Support for the Klan in Maine was skewed by the charismatic leadership of Eugene Farnsworth and his WASP friends, who specifically attacked the presence of Irish and Canadian Catholics and Jews on public school boards • The influence of the Klan was not as wide, particularly in the north, as is implied by this article. By 1925 it was declining as immigration became less of an issue, through the federal government's quota laws

Question	Indicative content
	- Maine was targeted by the national Klan organisation precisely because it was considered a bellwether state in national elections (as Maine goes, so goes the nation'). Not all states were milked for support in this way. Source 2 - The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: - As a Klan newspaper, the <i>Gratiot County Night Hawk</i> is likely to be an organ of propaganda for the organisation's positive influence on society – it implies as much: 'hearing the other side' - The purpose of the newspaper is to discredit those who suggest that its influences are malign ('Enemies have tried every conceivable method to suppress the activities and growth of the Klan') - The presidential election campaign provides added purpose for the newspaper to seek to recapture lost influence for the Klan ('Wild efforts by powerful interests have been made to discredit the organisation'.) - The tone used by the newspaper is almost messianic: ('Surely the hand of God is leading this great movement'), appealing to the religious fervour of the Protestant community in its support for the organisation's influence. - The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of the influences of the Ku Klux Klan: - It provides evidence that opponents of the Klan are mendacious 'unfounded charges of crime and violence') and that thereby they have been successful in reducing the Klan's influence ('trying ordeals') - It implies that opponents were successful in convincing law makers and enforcers ('lawyers, judges and governors') to harm the organisation ('hell-born efforts to check its growth'), thereby limiting its influence - It suggests that adversity has made the Klan's influence stronger amongst its core religious support ('marches steadily onward and upward toward the successful defeat of wrong... the hand of God is leading'). - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: - The election campaign was dominated by the issues of Al Smith's Catholicism and prohibition (supported by Hoover), both were vigorous campaigning positions beloved of the Klan and likely to influence attitudes - Klansmen and other religious bigots swayed voters to their organisation. Catholic Smith, 'Al-coholic Smith', having supposedly sworn fealty to the pope, would turn the United States over to 'Romanism and Ruin' - Reference to 'mob violence, frame-ups, wine, women' is a response to the loose morals of the Jazz Age, despised by Klan supporters and likely to harden their position in favour of the organisation - The article does not indicate that 'charges of crime and violence' included the D C Stephenson case, which did most to damage the influence of the Klan by revealing its infiltration of the political and legal process. Sources 1 and 2 The following points could be made about the sources in combination:

Question	Indicative content
	• There is evidence of widespread recognition that religion was a key issue in driving Klan influence • Both sources indicate that law making and enforcement was being infiltrated in order to influence attitudes. Opponents (Source 1) and supporters (Source 2) accuse the other side of such underhand tactics • Both sources make it clear that Klan influence was widespread outside its traditional Southern base in the 1920s and that Democrat-Republican rivalries did much to influence attitudes towards it.

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



Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about how accurate it is to say that the availability of hire purchase schemes was the main reason for the growth of the American economy in the years 1920–29. Arguments and evidence that hire purchase schemes were the most important factor should be analysed and evaluated. Relevant points may include: • 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 • The extent of the use of hire purchase enabled producers to invest capital in the economy. Consumer borrowing quadrupled during the period to over \$8 billion. This encouraged further investment by companies • Over 75 per cent of cars were bought on hire purchase by 1929; this alone enabled the car industry to be the single most important force in the economy, stimulating associated businesses, e.g. rubber, glass and steel. Arguments and evidence that other factors were more important in the growth of the American economy should be analysed and evaluated. Relevant points may include: • The USA had an abundance of raw materials to stimulate manufacturing • Government laissez-faire economics helped to create the fiscal prerequisites for a business boom and allowed business to thrive in unregulated conditions • Where there was government intervention, it proved positive for economic growth, e.g. curtailing union power and applying tariffs stimulated domestic industry • Advertising and marketing, aided by technological advances in radio and cinema, was a powerful influence on consumer choice, fuelling a keep-up-with-your-neighbour mentality that kept the economy booming • The stock market boom provided profits that were invested by businesses and used by consumers. They underpinned 'the era of good feelings', maintaining economic growth in most sectors. Other relevant material must be credited.



Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about how accurate it is to say that Jazz music was the most significant feature of the changes in American culture during the 1920s. Arguments and evidence that Jazz music was the most significant feature should be analysed and evaluated. Relevant points may include: • Jazz was associated not just with instrumental music but with a more general cultural revolution encompassing singing and dancing. For the first time, black performers such as Louis Armstrong achieved universal popularity • Jazz was at the forefront of the 1920s revolution in female culture. Bessie Smith became a household name for a generation of newly-independent women, many of them flapper girls • Jazz was the music that accompanied the dynamic new dance crazes, such as the Charleston and the Turkey Trot, replacing more sedate styles, such as the waltz • Jazz was associated with the Great Migration of black Americans who spread their music to new areas and to white Americans. Their influence was to prove to the world that America was leading a cultural revolution • Jazz was influential enough to give its name to the era of good feelings known as 'The Jazz Age'. Arguments and evidence that Jazz music was not the most significant feature and/or that other developments were more significant should be analysed and evaluated. Relevant points may include: • Jazz was only part of the development even of black American culture, where the New Negro Movement encompassed black American achievement in literature, art and drama as well as music, not all of it Jazz • In the 1920s baseball became America's national pastime. Most American cities had big stadiums, with huge spectator capacity, indicating a cultural revolution in popular participation • The 1920s was the decade when radio brought the entire country close together through the airwaves. Radio also led to a huge growth in advertising, which was behind a cultural revolution achieved through consumer spending • Cinema had a greater claim to represent a cultural revolution. By 1929, films were the premier form of popular entertainment and, through newspapers and magazines, the lives of Hollywood stars were a national obsession. Other relevant material must be credited.

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about how far developments in technology and mass production were responsible for the US economic boom of the 1920s. Arguments and evidence that technology and mass production were responsible should be analysed and evaluated. Relevant points may include: • The spread of electrification (to 70 % of US homes) created a growing demand for power, expanded the electricity industry and stimulated the demand for home appliances, facilitating a boom in manufacture and supply • The application of chemistry to textile production created a booming new mass market in synthetic fibres such as rayon • The development of a mass audience for radio and motion pictures enabled advertisers to reach out to new markets, leading to a large growth in advertising, an increase in consumer demand and a booming economy • 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. Arguments and evidence that other factors were more responsible for the US economic boom of the 1920s should be analysed and evaluated. Relevant points may include: • Government policy encouraged the boom, e.g. Republican laissez-faire economics; the impact of the Fordney-McCumber Tariff Act (1922); Mellon's favourable tax policy towards the wealthy and the big corporations • The development of business management, e.g. the growing popularity of 'Taylorism' or 'scientific management' encouraged large-scale enterprise • The growth of large corporations provided economies of scale and business integration. Through discount purchasing and research and development, they offered cheaper and better products



- The availability of easy credit and hire purchase stimulated consumer demand.

Other relevant material must be credited.



Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the attitudes in the United States towards the introduction of radio in the 1920s. Source 1 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • Allen is recalling events from 'Only Yesterday', a reference in the title of his book to the fact that these events are fresh in his mind and unlikely to have been recalled erroneously • Allen's style is anecdotal and 'informal'; he appears to be mainly dependent on third party information from a San Francisco newspaper or a golf club, which may impact upon the interpretation provided • The tone of the account indicates the enthusiasm and wonder the author obviously holds for this new medium. His implication that everyone shared this view may be overplayed. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the attitudes in the United States towards the introduction of radio in the 1920s: • It implies that radio was a wondrous new plaything in a sequence of innovations initially highly popular with all ('everybody was talking, not about the telephone, but about radio ...any child can construct') • It states that radio appealed to and was used by a number of fields of interest, e.g. music, religion, sport • It suggests that radio had so captivated the American psyche that it had supplanted the most important political issues of the day. 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:

Question	Indicative content
	- Radio had a wider reach than cinema; the 1920s brought the whole country closer together through the popularity of the airwaves, irrespective of where people lived - Radio became an important medium for the religious revival of the 1920s, led by radio pastors like Aimee Semple. The attitude of many Christians to the medium was very positive - Lovers of baseball could now follow their favourite sport live and the popularity of radio helped the 1920s to become the sport's first golden age. Source 2 - The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: <i>The Forum</i> invited articles that were controversial, so the author of this piece was highly selective in picking out one perceived negative aspect of the medium of radio - As a writer, Woodford may feel that interest in the medium of books has been overtaken by radio, resulting in his unbalanced attitude to the benefits of the new medium - The sardonic tone indicates the disdain the author holds for radio and for those who do not share his opinion. His claim that radio destroys listeners' ability to think constructively may be overplayed. - The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the attitudes in the United States towards the introduction of radio in the 1920s: - It claims that the initial high hopes for the role of radio in broadening American life and culture have been dashed by the attitude of business as one of exploitation of the medium - It suggests that radio is just a passing fad in which people have lost interest ('no one will be listening') - It implies that listeners who have a positive attitude towards radio are cultural philistines ('Friends sit around the radio sipping gin and listening to so-called music'). - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: - The growth of radio led to a huge growth in advertising and to

Question	Indicative content
	commercial radio offering companies opportunities to sell their goods • As Secretary of Commerce Herbert Hoover was the first broadcast regulator; he warned of the dangers of commercial exploitation of the radio and called for the medium to be taken into public control • The attitudes of politicians towards their radio audiences were often positive. Coolidge used the medium successfully to gain election as president in 1924. Sources 1 and 2 The following points could be made about the sources in combination: • Both sources agree that initially there was a positive feeling about radio not only as an astonishing innovation, but also as a medium of cultural improvement • There are contrasting views about the likely longevity of warm attitudes towards radio, with Source 1 implying a bright and wide future, and Source 2 emphasising narrow interests that are throttling the medium • There is a clear contrast as Source 1 focuses on positive attitudes towards the use of the airwaves, including from religious leaders, whereas Source 2 emphasises the exploitative attitudes of commercial interests.

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



Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the extent to which it was racial intolerance that was mainly responsible for divisions in American society in the 1920s. Arguments and evidence that racial intolerance was mainly responsible for divisions in American society in the 1920s should be analysed and evaluated. Relevant points may include: • Violence against black Americans divided society, as mobs of white residents, many given weapons by city officials, attacked black residents and businesses of the Greenwood District in Tulsa, Oklahoma in 1921 • The Mexican Revolution increased the flow of Hispanics to the USA to escape violence. The sudden influx led to instability in rural areas of south west USA and competition for jobs divided society along racial lines • In the South and Midwest, the reappearance of the Ku Klux Klan was significant. Lynching to maintain white Protestant supremacy was common. Klan victims were black people, Hispanic immigrants and Jews • The Meriam Report, published in 1928, was the first government study to demonstrate with extensive data that federal Indian policy had resulted in divisions in society through a lack of social justice to Native Americans. Arguments and evidence that racial intolerance was not responsible and/or other features were more responsible for divisions in American society should be analysed and evaluated. Relevant points may include: • Prohibition spawned political and social divisions. There was widespread intolerance of Prohibition and Jazz Age excesses. Temperance became a major issue, partly driven by women's groups, increasing gender divisions • There was a division in society between Roman Catholics and Protestants that was exacerbated by Prohibition. It had an impact on politics, e.g. in the presidential election of 1928



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| | <ul style="list-style-type: none">• Economic challenges in areas of high deprivation, such as the agricultural South and old staple manufacturing regions, led to social problems of unemployment and poverty that caused divisions in society• Specific examples of racial intolerance were often temporary, e.g. the Ku Klux Klan faded after the D.C. Stephenson case. |
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Other relevant material must be credited.



3	6–8	• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail. • Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is not fully substantiated. Explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author.
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Section A: Questions 1b/2b

Target: AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
1	1–2	• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements.
2	3–5	• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concept of reliability is addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	6–9	• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of weight takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria, with some justification.

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether, in the 1920s, the Ku Klux Klan possessed neither sizeable support nor significant influence. Arguments and evidence that the Ku Klux Klan possessed neither sizeable support nor significant influence in the 1920s should be analysed and evaluated. Relevant points may include: • Many Americans were repelled by KKK activities, limiting its influence • Even at its peak, membership was regional and sparse in most parts of the USA: 40% of membership was in three mid-west states, 25% in the South and hardly any in the west • The Klan's 'moral crusade' image and its membership figures were badly damaged by a series of scandals, e.g. by the David Stephenson case in Indiana (1925) • The Evans 'social club' initiative to boost KKK membership and influence in the late 1920s ended in failure • The KKK's influence was undermined by anti-immigration legislation, which took away one of its best propaganda tools and reduced its influence. Arguments and evidence that the Ku Klux Klan possessed sizeable support and/or influence in the 1920s should be analysed and evaluated. Relevant points may include: • The Klan possessed both sizeable support and influence at times during the 1920s. It boasted an estimated national membership of 3-4 million in 1924-25, and a controlling influence in Indiana's law enforcement system • The KKK was not confined to rural areas but also established itself in large cities, such as Detroit, Denver and Dallas, where it could be influential with city law enforcers and other prominent leaders • The Klan was able to exert political influence, e.g. two Georgia senators were Klansmen and the KKK allegedly helped to elect governors in Maine, Ohio, Colorado and Louisiana • The KKK possessed enough support to damage a Catholic New Yorker, Al Smith, in his campaign to secure the presidential nomination in 1928. Other relevant material must be credited.

3	6–8	• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail. • Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is not fully substantiated. Explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author.
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Section A: Questions 1b/2b

Target: AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
1	1–2	• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements.
2	3–5	• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concept of reliability is addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	6–9	• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of weight takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria, with some justification.

Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate American people's responses to Prohibition during the 1920s. Source 1 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • An ex-servicemen's magazine may be expected to promote discipline and order, so it may disapprove of lawless actions and exaggerate the extent of perceived misdemeanours within parts of society • The article attracts its male readership (ex-servicemen) to the issue of Prohibition and its social impact by looking into women's reactions • The article clearly intended to portray Prohibition as having a negative impact on women's behaviour, but also that it had the effect of making females feistier, an impact that the article seems to admire. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about American people's responses to Prohibition during the 1920s: • It implies that lawlessness among women resulting from Prohibition was nationwide in extent ('from the slums of New York to the exclusive homes of California and Washington.') • It suggests that law enforcement has had some success in dealing with female bootleggers. Of 50 000 women reported to have become engaged in bootlegging, 'More than 25,000 ... have been fined or jailed.' • It suggests that the impact of Prohibition was to persuade women to engage in what might be seen as more masculine forms of behaviour ('left their kitchens... engage in...smuggling', 'driving... over the 'booze border''). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: • Women were not mainly engaged in activities designed to damage Prohibition. The Prohibition Amendment would not have passed without the persistence of the women involved in the temperance movements • Deadly organised crime ran rampant in cities and small towns as moonshine developed into a lucrative underground industry, providing alcohol to the flapper generation of women party-goers • Gertrude 'Cleo' Lythgoe, possibly the greatest female rum runner, used her charms for three years to import rum illegally from the Bahamas into the USA, keeping flappers flapping and fuelling late-night jazz parties.



Question	Indicative content
	Source 2 - The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: - The purpose of the account may be to entertain the reader but, in doing so, there may be an intention to indicate that women are subtly and cleverly involved in bootlegging as a means of evading an injudicious law - As a foreign visitor writing for an American audience, von Luckner tries to report both sides of what he thinks his audience feels, i.e. a balanced view of both positive and negative effects of Prohibition on people - The tone of the comments may try to reflect what many Americans felt about Prohibition – a sense of admiration of those who are engaged in the act of bootlegging. - The evidence could be assessed here in terms of giving weight to the following points of information and inferences about American people's responses to Prohibition during the 1920s: - It gives evidence that women were involved in ingenious ways of concealing possession of illegal moonshine ('unusual liquor flask.', 'Teddy Bears... had hollow metal stomachs.') - It suggests that there was a certain nobility attached to the avoidance of Prohibition laws ('beloved, universally respected ...', 'respected because it involves danger and taking risks.') - It suggests that some American people's responses were risky: health was endangered by manufactured moonshine ('fewer...people would drink if it was not illegal... poison alcohol... taken the place of fine whiskey.') - It states that, as a result of Prohibition, families made choices that benefited them socially ('afford a car... family to the seaside.'). - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: - Middle-class women who concealed alcohol were often young, fast-moving, reckless and unfazed by previous social conventions - The Women's Organisation for National Prohibition Reform led the drive to end Prohibition, arguing that widespread disrespect for the rule of law led to a serious threat to American families - Breweries evaded Prohibition by selling malt extract beer, derived from grain but marketed as a cooking product with clear instructions on 'how to use the extract to make bread'. Sources 1 and 2 The following points could be made about the sources in combination: - Both sources agree that bootlegging was a very profitable occupation and that it made some women more confident - Both sources agree that people engaged adventurously in evading the Prohibition laws. Source 1 mentions the adventurous type who do it for gain and excitement; Source 2 indicates risk-taking - There is a clear contrast in law enforcers' responses, as Source 2 mentions that bootleggers were punished just occasionally, whereas Source 1 indicates many female bootleggers were brought to justice in some way.

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



Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about how accurate it is to say that the automobile industry was the most significant factor in the economic boom during the 1920s. Arguments and evidence that the automobile industry was the most significant factor in the economic boom in these years should be analysed and evaluated. Relevant points may include: • Over 75 per cent of cars were bought on hire purchase by 1929; this enabled the automobile industry to be the single most important force in the demand-led economic boom, with 30 million vehicles sold in the decade • The automobile industry stimulated associated businesses, which led rubber, glass and steel industries to contribute to the economic boom • The growing popularity of 'Taylorism' or 'scientific management', originating in the automobile industry, encouraged large-scale enterprise and the development of business management elsewhere, stimulating a boom • The Ford Motor Company convinced corporations to discount purchasing and introduce dedicated research and development departments, leading to cheaper and better products of all kinds, contributing to the boom. Arguments and evidence that challenge the judgement that the automobile industry was the most significant factor in the economic boom in these years should be analysed and evaluated. Relevant points may include: • Government laissez-faire economics helped to create the fiscal prerequisites for a business boom, allowing business to thrive in unregulated conditions • The spread of electrification (to 70 per cent of US homes) created a growing demand for power, expanded the electricity industry and stimulated the demand for home appliances, facilitating a boom in manufacture and supply • Advertising and marketing, aided by technological advances in radio and cinema, was a powerful influence on consumer choice, fuelling a keep-up-with-your-neighbour mentality that kept the economy booming • Encouraged by the opportunity of hire purchase, consumers bought a wide range of goods, from radios to refrigerators, in order to keep up with their peers, thereby stimulating an economic boom by increasing demand. Other relevant material must be credited.



Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether the economic boom of the 1920s was due more to technological advances than to the availability of hire purchase. Arguments and evidence that the economic boom of the 1920s was due more to technological advances than to the availability of hire purchase should be analysed and evaluated. Relevant points may include: • Technological advances in radio and cinema aided advertising and marketing, a powerful influence on consumer choice, fuelling a keep-up-with-your-neighbour mentality that kept the economy booming • The spread of electrification (to 70 per cent of US homes) created a growing demand for power, expanded the electricity industry and stimulated the demand for home appliances, facilitating a boom in manufacture • The application of chemistry to textile production created a booming new mass market in synthetic fibres such as rayon • 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 • Technological investment was encouraged by the stock market boom, maintaining economic growth in most sectors. Arguments and evidence that that the economic boom of the 1920s was due more to the availability of hire purchase than to technological advances should be analysed and evaluated. Relevant points may include: • 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 • The extent of the use of hire purchase enabled producers to invest capital in the economy. Consumer borrowing quadrupled during the period to over \$8 billion. This encouraged further investment by companies • Over 75 per cent of cars were bought on hire purchase by 1929; this alone enabled the car industry to be the single most important force in the economy, stimulating associated businesses, e.g. rubber, glass and steel. Other relevant material must be credited.

Question	Indicative content
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Question	Indicative content
1a	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse the source to consider its value for an enquiry into the effectiveness of the New Deal in the South. - The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: - It provides evidence that the New Deal did not provide answers to unemployment in the region ('productive middle-aged groups leave in the greatest numbers') - It provides evidence that the New Deal did not solve the problem of an imbalance between workers and dependents ('a land of the very old and the very young') - It provides evidence that the New Deal actually led to disproportionately high numbers of children and women in employment ('Child labour is more common ... the largest proportion of their women in employment.') - It provides evidence of a lack of social welfare enforcement in the New Deal as women are exploited by employers and the state ('no laws whatever to fix maximum hours for women'). - The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: - The report, by a government agency set up to investigate problems in the South rather than to suggest solutions, may be considered to be relatively impartial, when writing about the practical effects of the New Deal - The NEC might be expected to put a more positive spin on the practical effects made by the New Deal over 5 years, as it was set up by the President. Because it doesn't, it increases the likelihood of its veracity - The NEC may wish to promote the idea of unfinished business to increase the role of federal agencies and perhaps its own importance. - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: - Much of the New Deal's relief spending was funneled through liberal and Democratic political machines in the nation's large cities, meaning that the South was disadvantaged. This supports the accuracy of the source - The work of the TVA suggests that the report may be too pessimistic about the practical effects of the New Deal on many southern communities - Domestic workers and agricultural labourers, some of the leading employment sectors, were excluded from many of the benefits of labour legislation and social security. This confirms the accuracy of the Report - Roosevelt's disagreements with southern politicians often complicated the implementation of his programmes. Southern relief administrators didn't want to give aid to black people. So workers had to leave to seek work.

Question	Indicative content
1b	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the source in relation to an enquiry into the impact of federal government investigations into the loyalty of its employees in the early 1950s. - The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: - Yarmolinsky, as an editor, may have chosen this case to highlight the more extreme excesses of the government rather than just to chronicle cases - The language used by the Bureau is careful to record faithfully the process of the investigation, which revealed its strengths and weaknesses - The selection of the material in this extract suggests the purpose is primarily to record the arbitrary nature of the work of the federal government. - The evidence could be assessed in terms of giving weight to the following points of information and inferences: - It provides evidence that a lifetime of loyal service ('inspector for 38 years') and the strong defence case ('always spoken ill of communism') counted for nothing before the hounding of suspected communists - It suggests that even as late as 1954 anti-communist hysteria was still an issue in federal employment; even though the employee had 'had no access to sensitive documents' he was condemned - It suggests the government makes a link between Black Americans and communism ('communist...NAACP'), indicating a disproportionate impact in that racism singles out this employee. - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: - Truman had set up the Federal Loyalty Program in March 1947 to counter some of the criticism that his administration was "soft" on communism. A political element is clear in this case, with very sketchy evidence - The main thrust of the programme was to root out 'reds' within the Administration. Easy targets would raise statistics to counter the charges of McCarthy that little was being done to counter the communist threat - Eisenhower had extended the FLP to all federal employees in 1953, so even meat checkers were checked out. The case here is in the context of Eisenhower's reluctant political need to 'get into the gutter' with McCarthy - A fierce campaign by Republicans and Southern Democrats 1954 against the NAACP associated its court successes with 'communism'. The defence emphasis on the employee's attack on the NAACP carries weight.

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

Question	Indicative content
1a	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse the source to consider its value for an enquiry into problems facing workers in the USA in the early 1930s. - The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: - It provides evidence that agricultural work was immensely hard manual labour, as Thompson picked over five times her body weight in cotton each day - It suggests that federal government help to displaced or migrant workers was minimal ('I walked from...a Hoover camp... and worked in a diner for 50-cents a day') - It implies that others' leftovers were more important to survival than paid wages ('I'd carry home two buckets of scraps'). - The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: - A living history website would be keen to pick out the more extreme examples of deprivation from its region and Thompson, as a victim of the Midwest Dust Bowl, is a good example - Thompson is relating intensely personal experiences of a most harrowing nature about which she is unlikely to be exaggerating, which strengthens the value of her evidence - The passage of 60 years between the events and Thompson's account does not seem to have dulled her grasp of detail about memories seared into her consciousness. - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: - Agricultural prices were rock-bottom and government attempts to aid farmers failed in a Congress dominated by laissez-faire ideals. Cotton prices fell by more than two-thirds between 1929 and 1932 - The Dust Bowl created a whole army of migrant workers, or Okies, illustrated in Steinbeck's novels, for whom the idea of a prosperous new life in California was unrealistic - The USA lacked a federal welfare system in the period 1929–33, so migrants had to rely on state government help, most of which failed to offer more than short-term help, which led to a rise in homelessness - Hoover camps became known as Hoovervilles. By 1930 many towns had a wasteland shanty settlement to house homeless people, who were dubbed 'hobos'.

Question	Indicative content
1b	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the source in relation to an enquiry into white Southern attitudes towards racial integration in the early 1950s. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: - As a Southern senator Eastland is in a good position to respond to a Supreme Court judgement designed to challenge his state's educational policies - As an icon for Southern segregation Eastland is using his position as a national figure to bolster perceived attitudes about race, which may not be shared by all Southerners - Eastland represents the narrow interests of some Southerners who rely on the inferiority of black Americans' education and labouring status to maintain a successful economy based on low wages. The evidence could be assessed in terms of giving weight to the following points of information and inferences: - It provides evidence that federal government challenges to Southern attitudes towards integration are damaging to black and white communities alike ('supported by the vast majority of the members of both races') - It states that the Supreme Court's judgement ignoring Southern attitudes towards integration is unconstitutional ('These rights are clear in the American system of government, both state and national') - It suggests that people outside the South assume that segregation is racist, whereas Southern whites do not ('Segregation is not discrimination.'). Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: - Ten days before Eastland's speech, in the case of <i>Brown v Topeka</i> (1954), the Supreme Court had ruled that schools must desegregate, challenging the Southern system - The involvement of the Supreme Court in challenging Southern attitudes to integration in education was part of a more general attack by the NAACP whereby other forms of segregation could be challenged - Southern attitudes to court interference on segregation policy meant that ways would be found to circumvent the <i>Brown</i> ruling, e.g. the influence of citizens' councils or the Ku Klux Klan - The 'Atlanta Declaration' by the NAACP a week before Eastland's speech, showed that black Southerners did not share Eastland's views that both races supported segregation.

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



1	1–2	• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.
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1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.



Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how far opponents of President Franklin D. Roosevelt were successful in changing the course of the New Deal for the American people. Arguments and evidence that opposition to FDR was successful in changing the New Deal should be analysed and evaluated. Relevant points may include: • Father Charles Coughlin became a fierce opponent of FDR and the New Deal, calling it 'Communist'. The popularity of his radio broadcasts may have influenced FDR to tone down new legislation in the Second New Deal • On the other hand, pressure from the left, especially Huey Long and his organisation is considered by some historians as being responsible for Roosevelt's 'turn to the left' in 1935 when he enacted the Second New Deal • Francis E. Townsend's Plan helped to achieve old age pension provision in the Social Security Act in 1935 and induce amendments to the 1939 Act significantly upgrading old-age benefits. Arguments and evidence that opposition to FDR was not successful in changing the New Deal should be analysed and evaluated. Relevant points may include: • The Social Security Act was said by the Liberty League to 'mark the end of democracy'. But it remained • The Supreme Court stopped striking down New Deal legislation and the Second New Deal went some way to restoring AAA and NRA measures by other names • The Senate were unwilling to take Long's Share Our Wealth programme seriously, so the New Deal continued to lack radicalism. Other relevant material must be credited.

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the extent to which the New Deal only resulted in bigger government willing to increase expenditure. Arguments and evidence that there were not any significant resultant elements beyond a bigger federal government willing to spend more money should be analysed and evaluated. Relevant points may include: ☐ Relief, Recovery and Reform was a 'big government' response to depression, increasing federal spending to revive the economy and confidence. It did not aim at systemic change, despite labels opponents tried to pin on it ☐ The New Deal was mainly about bigger government, the main focus of opposition from big business. Before WW2 the federal government's role had expanded out of all proportion, including the role of President ☐ The New Deal did not result in much change in difficulties experienced by ethnic minorities or women. Creating new government departments for these did not bring about huge social changes ☐ Once the depression was tackled by emergency federal relief further aims were prevented by opposition from states or the Supreme Court. The Schechter Case combined these two sources ☐ The Senate were unwilling to take Huey Long's Share Our Wealth programme seriously, so the New Deal continued to lack radicalism. Other relevant material must be credited. Arguments and evidence that there were significant resultant elements beyond a bigger federal government willing to spend more money should be analysed and evaluated. Relevant points may include: ☐ The New Deal brought about a lasting political realignment. Black Americans were brought into the New Deal coalition which meant political dominance for Democrats ☐ Some alphabet agencies left a lasting legacy of reform and renewal. The TVA represented more than just big government or reviving public confidence ☐ The Social Security Act was a truly radical intervention in the lives of the people of America ☐ Union reforms enjoyed a lasting legacy. The CIO saw the birth of effective unionisation for unskilled workers ☐ ☐ ☐ ☐ The New Deal resulted in greater opportunities for women e.g. Harry Hopkins worked with Eleanor Roosevelt to ensure that women were employed on New Deal projects ☐ The New Deal saw many triumphs of substance over style or confidence. The unemployed were put back to work, farmers were aided, a complete collapse in banking was prevented. Other relevant material must be credited.



Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether the Smoot-Hawley Tariff was the most damaging of the attempts to deal with the economic downturn during the Presidency of Hoover. Arguments and evidence that the Smoot-Hawley Tariff <i>was</i> the most damaging should be analysed and evaluated. Relevant points may include: • In 1930, fearing for the US economy, the Hoover administration accepted the Smoot-Hawley Tariff. Sixty countries passed retaliatory tariffs in response and world trade slumped • The farm sector was damaged as cotton, pork, lard and wheat were sold in the world market and the price of imported farm equipment rose • The tariff raised the cost of living by compelling the consumer to subsidise waste and inefficiency in protected domestic industries • More than one thousand economists signed a petition urging Hoover to veto the Tariff. This emphasised the damage that experts worried the measure would cause to the economy • Americans with investments abroad suffered since the Tariff made it more difficult for their foreign debtors to pay interest due to them. Arguments and evidence that the Smoot-Hawley Tariff <i>was not</i> the most damaging of the attempts to deal with the economic downturn during the Presidency of Hoover should be analysed and evaluated. Relevant points may include: • Both monetarist and Keynesian economists agreed that the Smoot-Hawley Tariff had little causal relevance to the severity of the Great Depression, the former blaming high interest rates and the latter a decline in spending • Hoover's <i>laissez-faire</i> belief that the economy would eventually right itself of its own accord failed to address the dramatic loss of confidence throughout the economy • The administration's policies in 1931 led to the Federal Reserve raising interest rates – which, Milton Friedman claimed, led to a reduction in the money supply and caused 'the Fed to put the Great in the Great Depression' • The Hoover administration clung to the Gold Standard. This put a limit on the amount of money the government could print. This was damaging as it precluded a demand-led recovery from the effects of the Crash. Other relevant material must be credited.

Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the sources to consider how far the historian could make use of Sources 1 and 2 together to investigate the objectives of the Second New Deal towards business in the USA. Source 1 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • The speech is by the President, who seeks Congressional approval for his Second New Deal programme, hence his speech is tempered and conciliatory ('It seems only fair, therefore, to adjust our tax system') • As a Democrat, Roosevelt seeks to modify the undesirable impact that wealthy businesses hold over the economy as a result of previous Republican policies ('the opportunities provided for business by the government') • The speech is a political showpiece for Roosevelt's own party, making New Deal objectives appear more ideological than he intends ('transmission of vast business fortunes...is not consistent with the ideals of the American people'). 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the objectives of the Second New Deal towards business: • It indicates that the New Deal must minimise social unrest by using federal fiscal policy to cure perceived unfair advantages for wealthy businessmen ('duty rests upon the government to restrict... incomes by very high taxes') • It suggests that an objective of the Second New Deal's policy towards business is to prevent revolution ('Social unrest and a deepening sense of unfairness are dangers to our national life which we must minimise rigorously.') • It indicates that uniform business rates are not in the public interest, hence a Second New Deal objective is to align business taxation with progressive taxes on individuals ('...apply the same principle to business.'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: • Roosevelt's speech marked the beginning of the Second New Deal, whereby emergency relief gave way to reform of the capitalist system dominated by wealthy Americans, particularly big business • The Revenue Act was aimed at American business through increased income tax, taxes on property and measures against corporations, but raised tiny sums compared with federal expenditure on New Deal programmes



Question	Indicative content
	• The objective of the Revenue Act was to thwart the political influence of left-wing Democrats, especially the anti-business demagogue, Huey P Long; thus it appeared to be an attack on big business • Roosevelt came from a wealthy background, so the speech provoked accusations from rich businessmen that he was a traitor to his class. Source 2 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • As the owner of a newspaper generally friendly to the Roosevelt Administration, the fact that the writer offers criticism ascribes value to his points about the nature of New Deal objectives towards business in America • The purpose of the letter is to warn Roosevelt that wealthy businessmen believe a blanket attack on them will be counterproductive ('there can be no real recovery until you grant a breathing spell to industry') • The writer comes from the wealthy business class that stands to lose from the proposed fiscal attack on industry, so he is likely to focus on the blanket assault of New Deal objectives on that sector. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the objectives of the Second New Deal towards business in America: • It claims that businessmen believed that the objective of the Second New Deal was to punish the rich ('your tax bill aims at revenge rather than revenue recovery') • It provides evidence that some opponents saw the Second New Deal's objective as a left-wing revolution against capitalism ('revolution in disguise') • It implies that the New Deal's objective is to attack businessmen and no one else ('Many are sceptics, critics, and outright opponents of your programme... no equivalent dissatisfaction coming from other sections'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: • Newspaper owners such as William Randolph Hearst turned against the Second New Deal when it appeared to turn increasingly ideological in its attack on wealthy America and especially big business • The American Liberty League believed that Roosevelt's objective was to change the country in a fundamental way alien to big business; the League was funded by Republican-supporting industrial magnates • The attack on wealthy businessmen was not thought by some opponents to be a serious New Deal objective and that it should be. Charles Coughlin claimed that Roosevelt was under the influence of the banking community • Socialists and communists wanted to see the destruction of the capitalist economic system. It was Roosevelt's perceived move in their direction that so frightened some in the American business community.

Question	Indicative content
	Sources 1 and 2 The following points could be made about the sources in combination: • There is evidence that Roosevelt’s objectives against business in America were ideological: ‘not consistent with the ideals of the American people’ (Source 1); ‘revolution in disguise’ (Source 2) • Both sources indicate that Roosevelt is using the tax system to direct his objectives regarding wealth. Whereas Source 1 sees this method as social justice, Source 2 sees it as an unwarranted attack on one social sector • Both sources agree that New Deal objectives should be set against rogue elements in the business community, whether it be ‘transmission of vast business fortunes from generation to generation’, or New Deal opponents.

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



Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how accurate it is to say that critics of Roosevelt failed to change his New Deal policies in the years 1933-38. Arguments and evidence that critics failed to change Roosevelt's New Deal policies should be analysed and evaluated. Relevant points may include: • Many elements of the NRA and the AAA (declared unconstitutional by the Supreme Court in 1935-36) were later incorporated into the Second New Deal and the 1938 Agricultural Adjustment Act • Huey Long's Share Our Wealth plan, which might have pushed Roosevelt towards more radical social care solutions, faded from the headlines after Long's assassination in 1935 • Socialist and communist demands that the New Deal should dismantle the capitalist economy had little impact • After 1936 the Supreme Court upheld New Deal measures, e.g. the Wagner Act in 1937, one dissenting Justice became pro-New Deal and retirements enabled Roosevelt to appoint sympathetic judges • The NAACP challenged the unequal treatment of black Americans under the New Deal but discrimination remained widespread, e.g. in the CCC, the TVA and Roosevelt's refusal to back anti-lynching legislation. Arguments and evidence that critics did change Roosevelt's New Deal policies should be analysed and evaluated. Relevant points may include: • Critics such as Fr Charles Coughlin, Francis Townsend and Felix Frankfurter helped to steer Roosevelt to the left during the Second New Deal, which produced measures dealing with social security and fair labour standards • Opposition from business interests hostile to Roosevelt's interventionism was also influential, e.g. pressure from holding companies persuaded Congress to pass a watered down Public Utility Holding Company Act (1935)

- The Supreme Court had a major impact by declaring 11 measures unconstitutional and provoking Roosevelt's ill-fated 'court packing' plan, which contributed to the New Deal's loss of momentum.

Other relevant material must be credited.



Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the extent to which the Second New Deal brought fundamental reform both to the conditions in work and to the social security of the people of the United States. Arguments and evidence that the Second New Deal brought fundamental reform should be analysed and evaluated. Relevant points may include: • The Wagner Act (1935) is regarded as a milestone for conditions in work through its provisions to widen the right to join trade unions and to return collective bargaining rights to employees • A national commission was established to improve conditions in work by setting minimum wages in the coal industry, the first such comprehensive government intervention • The Fair Labour Standards Act (1938) was a fundamental reform because it prohibited child labour • The Works Progress Administration aided the unemployed in a more fundamental, less temporary, way than the emergency agencies of the first New Deal, concentrating on women's and black workers' conditions • The Social Security Act (1935) was the first US government system for the unemployed and elderly, a major break with the past as previously only individual states had provided social security benefits and pensions. Arguments and evidence that reform in one or both of these aspects was not fundamental should be analysed and evaluated. Relevant points may include: • The Wagner Act excluded better conditions in work for farm, non-inter-state and public employees. Many black, Hispanic and women workers who worked disproportionately in these areas were excluded • Industrial unrest grew in the late 1930s as socialist CIO unionists did not believe the union reforms substantially improved conditions in work and they sought greater federal control of state social security benefits • The Social Security Act was not completely comprehensive, as it excluded the very workers who seemed to need social security benefits most, farm workers, domestic servants and the self-employed. Other relevant material must be credited.

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



4	10–12	• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
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Section B

Target: AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	- Simple or generalised statements are made about the topic. - Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. - The overall judgement is missing or asserted. - There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–10	- There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. - Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. - An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. - The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11–16	- There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. - Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. - Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. - The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17–20	- Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. - Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. - Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. - The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.

Section A: indicative content**Option 2H.1: The USA, c1920– 55: boom, bust and recovery**

Question	Indicative content
1a	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse the source to consider its value for an enquiry into responses to economic problems faced by the USA in 1929. - The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: - It provides evidence that business organisations had a great role to play in repairing economic damage ('business decisions will sustain the purchasing power of the nation') - It suggests that hitherto business had not been seen as the guardian of public welfare ('...an opportunity to get business more involved in the welfare of the public') - It implies that business has been prepared to make sacrifices in order to repair a damaged economy ('industrialists that I invited to the White House have voluntarily agreed to maintain wage rates'). - The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: - As President, Hoover had a responsibility to take a broad 'overview' of the economy, which ascribes value to the source in assessing significant responses - Hoover may be reporting on the conferences as an opportunity to cement the principle of laissez faire government, as the key responses to federal government action reported are shown to be from business - Hoover is taking the opportunity to claim executive efficiency in response to economic damage by swiftly bringing together the most important business leaders. - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: - Damage to the economy in 1929 was partly caused by a lack of regulation of business and banking practices - A sell-off in the stock market was the chief response to economic problems towards the end of 1929, as the Wall Street Crash demonstrated - The loss of business capital had led many companies to respond to the economic crisis by laying off their workforce, or by drastically cutting wages, while a liquidity crisis had led to damaging runs on many banks - Laissez faire was a well-established principle of Republican government in the 1920s and Hoover worried that excessive federal intervention posed a threat to capitalism and individualism.

Question	Indicative content
1b	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the source in relation to an enquiry into the nature of WPA support for writers and musicians during the Second New Deal. 1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: • Dies was exhibiting a strongly anti-communist tone • As Chairman of HUAC, Dies may have been in a good position to seek out 'un-American' disloyalty within the WPA • Dies uses evidence from a relief project in one of the most populous parts of the country (New York), a large representative sample of communist influence in the WPA. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It claims that WPA support for writers and musicians was politically orientated and was influenced by dangerous left-wing extremism ('the greatest financial bonus ... to the Communists') • It states that Communists played a leading role in administering relief ('entrusted by New Deal officials with high administrative positions') • It implies that Communist influence within the WPA was over-stated, as recipients of relief had to join the Workers Alliance in order to retain their jobs, probably irrespective of their political beliefs • It implies that WPA support for musicians and writers was in some way directed by the USSR ('the Communist dictator of the Soviet Union, could not have been more delighted by his agents...'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: • There was support given by the WPA consistent with communist egalitarianism, e.g. treating women more equally to men than in other New Deal agencies, especially in the music and writers' projects • The Federal Project Number One programmes undertook theatre, music, and visual arts projects. Other service programmes supported historic preservation, library collections, and social science research • Many writers and musicians identified the Federal Arts Programmes as an attempt to pacify revolutionary-minded artists • Henry Alsberg defended the Federal Writers' Project in front of HUAC. Alsberg acknowledged challenges in the New York FWP office due to communist activity but claimed that the problem had been addressed.

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

Question	Indicative content
2a	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse the source to consider its value for an enquiry into the aims of the civil rights movement in the 1950s. - The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: - It provides evidence that the movement aimed to change its completely passive approach in the face of oppression to taking action ('...tired of ... the brutal feet of oppression. We have no alternative but to protest.') - It suggests that the methods of the movement included showing up their enemies by contrasting peaceful protest with violence ('Let nobody compare our actions to the Ku Klux Klan... the birth of justice.') - It implies that the aims of the movement could be achieved by appealing to the machinery of federal government ('If we are wrong... the Constitution of the United States is wrong.'). - The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: - Martin Luther King was at the centre of the change of emphasis in the civil rights movement by the end of 1955, so he was in a good position to explain the aims of the movement to a wider audience - One of the aims was to highlight a new departure in methods: the purpose of the speech was to rally a large number of Southern black Americans to a new mass protest against segregation and humiliation - The language of the source is emotive, referring to Christian tenets and the quasi-religious symbolism of the US Constitution, in order to emphasise the aim of peaceful and law-abiding methods. - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: - King was speaking at the outset of a new movement against segregation in transportation in Montgomery, Alabama - References to the Supreme Court were in the context of a number of landmark judgements on segregation and civil rights handed down in the previous decade, e.g. the recent ruling in the case of <i>Brown v. Topeka</i> - Awareness of the continuing oppression and violence by the Ku Klux Klan, as well as miscarriages of justice, had recently been highlighted through the wide publicity given throughout the country to the case of Emmett Till.

Question	Indicative content
2b	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the source in relation to an enquiry into the influence of MTV on Americans in the years 1981–92. 1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: • As a prominent television presenter who had worked in the media throughout the 1980s and early 1990s, Battista is in a good position to estimate the influence of MTV during that period • Battista is reporting on trends in broadcasting fresh in the mind, but with enough hindsight to judge how influential MTV had been • The presentation is a news item from one cable network about another, so it may be promotional and exaggerated in its estimation of the importance of the influence of new, independent broadcasting channels on Americans. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It states that MTV had an early and profound effect on young people's viewing habits ('The first videos... kids were hooked') and later a similar effect on a wider audience ('animation, guaranteeing a wider audience') • It suggests MTV revived the public's interest in pop music, as it was very effective in generating consumer interest in different artists and thereby increasing revenues ('MTV was the red-hot centre of the music business.') • It claims that MTV influenced almost every American who was producing or performing in television media, not just those working in music ('Soon, nearly everything on TV looked like MTV.') • It suggests that MTV's music output was a means to reach a previously ambivalent generation and engage them in politics ('MTV even held... a new generation of voters'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: • The creation of MTV allowed the record industry to change the packaging of bands and music artists, and to do this to a larger extent than in previous years, making them more accessible • Not all the influences of MTV were positive; fantasy packaging came with other effects, such as increasing drug abuse • MTV effectively diminished the power of radio over American audiences, which had a direct effect on the avenues bands would use to find success. It made TV the dominant source of discovering new music • By 1992, MTV had expanded its influence, debuting animated series including <i>Frog Baseball</i>, as well as documentaries, news, game shows and public service campaigns on topics ranging from voting rights to safe sex.



Section B: indicative content**Option 2H.1: The USA, c1920– 55: boom, bust and recovery**

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether Jazz music was the main feature of cultural change in America during the 1920s. Arguments and evidence that Jazz music was the main feature of cultural change should be analysed and evaluated. Relevant points may include: • Jazz was associated not just with instrumental music but with a more general cultural change encompassing singing and dancing, the Harlem Renaissance and the work of Langston Hughes • Jazz was at the forefront of the 1920s revolution in female culture. Bessie Smith became a household name for a generation of newly-independent women, many of them flapper girls • Jazz was associated with the Great Migration of black Americans who spread their music to new areas and to white Americans. Their influence was to prove to the world that America was leading a cultural revolution • Jazz was influential enough to give its name to the era of good feelings known as 'The Jazz Age'. Arguments and evidence that Jazz was not the main feature of cultural change should be analysed and evaluated. Relevant points may include: • Jazz was only part of the development even of black American culture, where the New Negro Movement encompassed black American achievement in literature, art and drama as well as music, not all of it Jazz • In the 1920s, baseball became America's national pastime. Most American cities had big stadiums, with huge spectator capacity, indicating a cultural revolution in popular participation • The 1920s was the decade when radio brought the entire country closer together over the airwaves. Radio also led to a huge growth in advertising, which was behind cultural change achieved through consumer spending • Cinema had a greater claim to be responsible for cultural change. By 1929, films were the premier form of popular entertainment and, through written publications, the lives of Hollywood stars were a national obsession. Other relevant material must be credited.



Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on whether the New Deal benefited black Americans more than it benefited other ethnic minorities in the USA. Arguments and evidence that Black Americans benefited more from the New Deal than other ethnic minorities should be analysed and evaluated. Relevant points may include: • Roosevelt employed more black Americans in government than ever before. Many, e.g. Mary McLeod Bethune, made significant advisory contributions. The employment of black American civil servants tripled • In 1941, Roosevelt set up the FEPC (Federal Employment Practices Committee) to outlaw discrimination against black Americans in the defence industry • Black Americans benefited more by sheer weight of numbers. One third of relief in 1935 and over two million New Deal agency jobs were provided for black Americans • There was positive discrimination for black Americans in the NYA (National Youth Administration), with black officials appointed in areas where black Americans dominated. Arguments and evidence that other ethnic minorities benefited more from the New Deal than black Americans should be analysed and evaluated. Relevant points may include: • Native Americans benefited more in that they were allowed to have their own police and legal systems, control land sales and manage tribal resources within reservations under the Indian Reorganisation Act (1934) • Officials made specific attempts to ensure that Native Americans could access New Deal agencies, e.g. with a separate division of the CCC (Civilian Conservation Corps - Indian Division) to find jobs • Hispanics benefited more in some regions. The Civilian Conservation Corps (CCC) and Works Progress Administration (WPA) hired unemployed Mexican Americans on relief jobs throughout the Southwest, both rural and urban. • Public works projects made targeted contributions to the physical security of millions of Puerto Ricans through the construction of hurricane-proof houses, schools, hospitals, roads, waterworks, and rural electrification. Other relevant material must be credited.

Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the impact of the Depression on the lives of Americans. Source 1 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • The purpose of the account is to indicate that the effects of the Depression on people were both immediate and bewildering • As a photographer and filmmaker, Parker probably had an eye for detail; despite the passage of time, his recall of past language is specific • Parker is giving a first-hand account as someone who was deeply personally affected by the Depression. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of the Depression on the lives of Americans: • It suggests that the relationship between employers and employees, amid Depression, was distant ('Because of unforeseen circumstances, some personnel will be laid off... notified in due course... - The Management'.') • It suggests that a collective and immediate anxiety had hit the nation ('MARKET CRASHES—PANIC HITS NATION!'...') • It provides evidence that damaging economic effects were indiscriminate as to class ('...it surely concerned only the rich. But by the first week of November, I knew differently.') • It provides evidence that unemployment was a universal impact of the Depression across the USA ('Along with millions of others across the nation, I was without a job.'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: • The effect of the Wall Street Crash in October 1929 was immediate; by the end of 1929, unemployment had increased by 2.5 million • Black Thursday had a significant effect as optimism disappeared almost overnight as the Crash that day triggered the downward economic spiral that led to bankruptcies, mass unemployment, homelessness and despair • In 1929, newspapers provided the main way ordinary citizens got their news. This was how the public read their fate following the disaster, and headlines shocked readers and didn't mask the severity of the situation. Source 2 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • This is a raw first-hand account, with a level of detail suggesting a close personal engagement with the problems of women on the breadline



Question	Indicative content
	- Le Sueur is exemplifying the impact of unemployment and its effects on the everyday lives of women - The tone is both deeply personal and forensic; Le Sueur has shown a close interest in the impact on a community of which she was a part but has been able to step back and give a general view about human behaviour. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of the Depression on the lives of Americans: - It implies a lack of state support for victims of the Depression ('Most of us have had no breakfast. Some have had meagre rations for over a year.') - It suggests that the Depression sometimes had an undesirable effect on human behaviour and mental state; both a dog-eat-dog mentality and psychosis were in evidence among a minority ('...kill for bread?' '...terror') - It provides evidence that the Depression brought pressure on family togetherness ('The woman probably doesn't hear from him for a long time.'; 'after a day's searching for work to wrestle with ...her children.') - It provides evidence that the Depression had a severe impact on employment in city and country alike ('...farms have been vacated in Minnesota...into the city...jobs only for the attractive.'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: - Many states, including Minnesota, had very little government support to mitigate the effects of unemployment - Rising crime rates during the Depression included violence increasing among hitherto calm people, as middle-class white Americans competed for jobs traditionally held by the lower classes - The Depression had a tremendous social and psychological impact, with an increasing suicide rate. Sources 1 and 2 The following points could be made about the sources in combination: - Both sources agree that there was a wave of anxiety affecting the people - Both sources agree that unemployment was the root cause of the damaging impacts on people's lives and that class was not a discriminator - There is a clear contrast in focus as Source 1 focuses on an individual while Source 2 is concerned with the impact on families.

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

Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on whether the USA's economic recovery, in the years 1933–41, owed more to the development of a war economy than to the impact of the New Deal. Arguments and evidence that the USA's economic recovery, in these years, owed more to the development of a war economy should be analysed and evaluated. Relevant points may include: • The New Deal offered relief rather than recovery, enabling the USA to survive the Depression years to be in a position to benefit from economic opportunities offered by becoming the Arsenal of Democracy from 1940 • The New Deal failed to generate economic prosperity. Industrial growth was stimulated by the development of a war economy in supplying arms to Britain and France after war broke out in Europe • Lend-Lease (1941) was a turning point for US economic growth. The expenditure and stimulus of this war economy brought about a reduction in unemployment from 9 million in 1940 to less than one million by 1943. • The New Deal record on unemployment was modest – there were 7 million unemployed in 1937 rising to 10 million in 1938 during the so-called Roosevelt recession; the Arsenal of Democracy reversed this weakness • The New Deal offered little genuine prosperity to disadvantaged groups such as ethnic minorities, nor to women. These groups benefited once the war economy developed from 1940. Arguments and evidence that economic recovery in these years owed more to the impact of the New Deal should be analysed and evaluated. Relevant points may include: • The New Deal brought important benefits in years to 1941, especially the Second New Deal, which brought greater economic protection and security for US citizens, enabling them to contribute by their work to recovery • There was economic recovery during the New Deal. Average earnings, employment, output and farm incomes all rose from 1933 onwards • The Agricultural Adjustment Acts of 1933 and 1938 and rural electrification restored the rural economy • During the New Deal, NIRA stimulated the recovery of American industry • Alphabet agencies, such as the CCC, the TVA and the WPA, introduced vast infrastructure projects that put the American economy on the road to recovery. Other relevant material must be credited.

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



Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about how far opponents and critics of the New Deal were successful in changing its nature in the years 1935–38. Arguments and evidence that opponents and critics of the New Deal were successful in changing its nature in these years should be analysed and evaluated. Relevant points may include: • Father Charles Coughlin became a fierce opponent of FDR and the New Deal, calling it 'Communist'. The popularity of his radio broadcasts may have influenced FDR to tone down new legislation in the Second New Deal • Pressure from the left, especially Huey Long and his organisation, is considered by some historians as being responsible for Roosevelt's 'turn to the left' in 1935 when he enacted the so-called Second New Deal • Francis E. Townsend's Plan helped to achieve old age pension provision in the Social Security Act in 1935 and induce amendments to the Act, significantly upgrading old-age benefits • The Supreme Court struck down landmark aspects of the New Deal for industrial and farming recovery, e.g. the NRA (1935) and the initial version of the AAA (1936). Arguments and evidence that opponents and critics of the New Deal were not successful in changing its nature in these years should be analysed and evaluated. Relevant points may include: • Roosevelt considered his overwhelming election victory in 1936 a referendum on himself and his policies. Republican opponents were not able to change the essential principles of the New Deal • Any change brought about by the Supreme Court in the nature of the New Deal was limited as it stopped striking down legislation, and the Second New Deal went some way to restoring AAA and NRA measures by other names • The Social Security Act was part of FDR's general policy of reform. His opponents in the Liberty League attacked it as 'the end of democracy'. However, democracy remained a feature of the New Deal, as did the Act • The New Deal coalition composed of voting blocs who backed New Deal measures, e.g. unions, Catholics and rural whites, remained intact, limiting opportunities for opponents of the New Deal to change its nature. Other relevant material must be credited.

Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how accurate it is to say that the Second New Deal changed the lives of disadvantaged Americans in the years 1935–38. Arguments and evidence that the Second New Deal changed the lives of disadvantaged Americans in these years should be analysed and evaluated. Relevant points may include: • The Wagner Act (1935) is regarded as a milestone for better working conditions for disadvantaged employees through its provisions to widen the right to join trade unions to all classes, including unskilled labourers • The WPA aided the disadvantaged in a more fundamental, less temporary way, than the emergency agencies of the First New Deal, concentrating on the conditions of women • Second New Deal agricultural legislation changed the lives of disadvantaged black Americans decisively for the worse, e.g. subsidies to white farmers drove black sharecroppers from the land • The Social Security Act (1935) was the first US government system for the disadvantaged, unemployed and elderly, a major break with the past as previously only individual states had provided benefits and pensions. Arguments and evidence that challenge the judgement that the Second New Deal changed the lives of disadvantaged Americans in these years should be analysed and evaluated. Relevant points may include: • The Social Security Act failed to provide old-age pensions for farm and domestic workers, which automatically excluded substantial numbers of senior disadvantaged Americans from life-changing relief in old age • State governors in the South ensured that Second New Deal relief programmes were implemented by them, discriminating against ethnic minorities as to how relief was distributed – their lives were unchanged • NIRA failed to deal with farm and domestic labour, two sectors where disadvantaged Americans were well represented • The Roosevelt Administration failed to do more to address black grievances because it needed the support of white Southerners, many of whom regarded themselves as superior to black people. Other relevant material must be credited.

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Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.

Candidates are expected to reach a judgement on the statement that the position of ethnic minorities improved markedly in the years 1933–45.

Arguments and evidence that the position of ethnic minorities improved markedly in these years should be analysed and evaluated. Relevant points may include:

- The Indian Reorganisation Act (1934) brought improvements to the position of indigenous peoples as they were able to have their own legal and law enforcement systems
- Some New Deal measures improved the position of ethnic minorities, especially the PWA through its racial quotas for construction projects and the WPA through its educational and skills training
- The formation of the CIO (1935) marked an improvement in the position of ethnic minorities working in unskilled jobs, who felt more empowered through union support
- Ethnic minority workers achieved an improved job status and a higher standard of living through the ability to work in war industries
- The opportunity to work in wartime defence industries gave migrating black Americans new work opportunities away from *de jure* discrimination that existed in the South.

Arguments and evidence that contradict the statement that the position of ethnic minorities improved markedly in these years should be analysed and evaluated. Relevant points may include:

- In the New Deal era, the AAA ultimately failed to make improvements to the position of many ethnic minorities, as many tenants and sharecroppers were pushed into the ranks of the unemployed
- There was considerable resistance to the improvements in the position of ethnic minorities working for the CCC, e.g., with the introduction of segregated camps in 1935
- The Wagner Act excluded better working conditions for farm, non-interstate and public employees. Many disadvantaged black, Hispanic and ethnic minority women workers who dominated jobs in these areas were excluded
- 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
- Although war production brought many new opportunities for ethnic minorities, their status was usually still significantly inferior to white operatives in terms of pay and conditions
- Discrimination against black Americans in the armed services continued throughout the war, including segregation and lack of senior combat roles
- The position of Japanese Americans worsened during the war, e.g. relocation to internment camps and loss of businesses.

Other relevant material must be credited.

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

Question	Indicative content
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Question	Indicative content
1a	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse the source to consider its value for an enquiry into the impact of World War II on women. - The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: - It provides evidence that young women were able to do what was perceived to be a man's job 'needed women to replace called-up engineers' - It suggests that wages were better than pre-war levels: 'earning somewhere around \$40 a week....just \$25 a week before the war' - It indicates that many men were contemptuous or suspicious of women in their environment: 'A woman's place is at home', but that men may have changed their attitudes: 'a great eye-opener to many men'. - The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: - Catherine Ott was in a good position to comment because she had experienced events at first hand, but she is one of a type chosen for her potential - nothing here about (e.g.) black women, unskilled women - The source offers the perspective of teenage Catherine challenging parental pressure - she would join the army despite them. This may also have been a perspective somewhat glorified by the passage of years - The recollection of events may have been affected by Catherine's sense of audience. She is recalling events for young people to emphasise the characteristics of a different era. - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: - The necessity to employ women led to a vigorous propaganda campaign - Rosie the Riveter, the symbol of blue-collar female workers - By 1944 18 million women had jobs, 50% more than in 1939, many in well-paid industries like ship, auto and machine manufacturing, where the increase was 400% - These advances for women were short-lived - give your job to a veteran.

Question	Indicative content
1b	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the source in relation to an enquiry into the power of trade unions in World War II. 1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: • The account is by a participating trade unionist; his words carry the authority of a professional in industrial relations • Preis is keen to show the events as symptomatic of the sustained power of union actions: 'the company agreed to accept the terms the union would have settled for at the beginning' • Preis sees government intervention as a military class war, a clearly partial response - use of 'so-called' indicates that for him the national emergency is not the key, but rather maintenance of union power to challenge government. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It claims that American unions' powers were undermined by some Employers paying 'hunger wages' and that unions were forced to fight back and show they could stand up to exploitation • It indicates that far from being more powerful, unions faced serious challenges from Roosevelt, himself empowered by the outbreak of war in Europe: 'first military engagement of World War II on American soil... against American workers' • It suggests that unions were powerful enough to withstand a challenge to their militancy: 'Many were sickened and injured, but the line held'. 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: • Increasing strike action indicates a desire to increase union powers of resistance. On the eve of World War II, 2.3 million workers engaged in 4,200 strikes, more than in any other era in United States history • It was not just about employer exploitation. Women, especially blacks, were paid less and kept from many skilled jobs. Often unions failed to offer them the same job protections they offered their male members • Congress responded to a wave of strikes with the Smith-Connally Act in 1943, restricting the activities of labour unions. Prominent trade unionists became the focus of anger over their lack of commitment to the war effort.

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

Question	Indicative content
1a	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse the source to consider its value for an enquiry into women's roles in the war effort during the Second World War. - The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: - It provides evidence of women's central importance – to be available to defend their country with determination ('...would defend her home ... armies will not invade America if women help to build ships...') - It argues that discrimination against women taking certain roles in the workplace had changed with the outbreak of war ('before the war ... 'no women'... now ... being hired as fast as they can be found...expert welders.') - It gives evidence that an important part of the search for women workers in new roles was an appeal to their consciences in performing a patriotic duty ('At this time of national crisis, as a good American... urged to register...'). - The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: - It is a direct appeal from the Government, which ascribes value to the source - The date of the source is particularly valuable as it occurs soon after the USA has entered the Second World War - The purpose of the source is to inform women across the USA about their need to engage with an important Federal Government initiative - Woman's Registration Week. - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: - Hitler had declared war on the USA in December 1941 so the need to marshal a greater effort in the arms industry, through the use of women in the workforce, was acute - Women were needed in the workforce to replace male workers, especially in war production, engineering and transportation. Once the USA entered the war, conscription expanded to include all men 18 to 65 years of age. - Many of the housewives who took new roles at this time were mothers. Those women with children at home pooled together in their efforts to raise their families, adding to the success of the government recruitment week.

Question	Indicative content
1b	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. 1. Candidates must analyse and evaluate the source in relation to an enquiry into black America at the time of the Harlem Renaissance. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: • As a leader of the civil rights movement during the 1920s, Randolph adds weight to an enquiry about another prominent activist's part at the centre of the Garvey cultural Movement at that time in Harlem • Randolph is giving his assessment of Garvey nearly half a century after the events – his memory seems sketchy, particularly as he cannot immediately recall the name of so iconic a figure • Randolph eventually recalls his friend with enthusiasm, even though they had differed in approach. His purpose is to show the depth and variety within the Movement during the Harlem Renaissance. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • The source suggests that self-improvement was an important concept for black Americans during the Harlem Renaissance ('the Movement ... stand up for social and racial progress.') • The source suggests that, during the Harlem Renaissance, black American culture was sometimes centred on separation from white America ('built the... Movement on... black nationalism.') • It claims that attempts to entice black Americans back to their cultural roots were not particularly successful ('he never could get many people to go to Africa') • It implies that, in the culture of the Harlem Renaissance, there was an understanding by black Americans that they were part of something much bigger than their individual selves ('mind and spirit of the Black American.'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: • Garvey was known as the founder of the Universal Negro Improvement Association (UNIA). Formed in Jamaica, the UNIA aimed to achieve black nationalism through the celebration of African history and culture • There was a period of profound black cultural and economic success during the 1920s, with the New York City neighbourhood of Harlem as the movement's mecca • Black separatist views – sometimes conveniently shared with white racists in advancing their shared goal of racial separatism – caused divisions between black American activists like Garvey and Randolph.

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



Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. How far did the wartime economy improve the lives of African Americans in the years 1939-45 Candidates are expected to reach a judgement on how far the wartime economy improved the lives of African Americans for the better in the years 1939-45. Arguments and evidence that the war economy did improve the lives of African Americans should be analysed and evaluated. Relevant points may include: • The migration from the South to work in the war industries of the industrial NE and Midwest liberated African Americans from Jim Crow segregation and KKK intimidation • African Americans achieved better job opportunities as a result of Executive Orders 8802 and 9346, creating and improving the FEPC, an attempt by Roosevelt to decrease employment discrimination in the defence industries. • Black African women gained many new job opportunities in the war industries, giving them more independence alongside 'Rosie the Riveter', their white counterpart. Those in domestic service fell from 75% to 45% • The war economy stimulated African American trade union membership. Members were able to fight for improved working conditions and wages • The valuable contribution of African Americans to the war economy helped to stimulate the Double V Campaign, which raised the profile of civil rights. Arguments and evidence that the war economy did not improve the lives of African Americans should be analysed and evaluated. Relevant points may include: • The vast majority of African Americans employed in the war economy held low-paid, menial jobs, earning less than half of white counterparts. The early boom (pre-FEPC) decreased unemployment only among whites • The FEPC was not effective in the South, owing to lack of co-operation from employers. The Commission lacked enforcement provisions • Increased racial tension in manufacturing areas resulted from pressure on infrastructure. In Detroit most African American housing was substandard. Riots erupted there and in several cities, damaging lives and homes. Other relevant material must be credited.

Option 2H.1: The USA, 1955– 92: conformity and challenge



Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about how far the actions of the federal government were responsible for changing the status of ethnic minorities in the war years. Arguments and evidence that the actions of the federal government were responsible for changing the status of ethnic minorities in the war years should be analysed and evaluated. Relevant points may include: • The Office of War Information created posters with the slogan 'Woman Power', elevating the status of ethnic minority women in war industries rather than domestic service • Executive Order 8802 called on the Fair Employment Practices Commission to end discrimination in employment opportunities in defence industries • Lend-Lease required a huge increase in wartime production which led to a change in status for black Americans who left the Jim Crow South for the industrial north, mid-west and the west coast • Special restrictions created for Japanese Americans during wartime led to their loss of freedom, including enforced relocation and internment • Among the many sacrifices which Indian Nations made during World War II under the War Powers Act was to give up reservation land for the war effort. Some 876,000 acres of Indian land was used for the war effort. Arguments and evidence that other factors were responsible for changing the status of ethnic minorities in the war years should be analysed and evaluated. Relevant points may include: • The impact created by war changed pay and conditions. Private companies beyond the remit of the FEPC had to offer more jobs to ethnic minorities, too. This led to increased union power for minorities • War work itself rather than federal government action was a draw to many ethnic minorities wanting to escape rural poverty. Whole new cities with large ethnic populations grew up, often associated with particular industries • The growth of organisations like the NAACP and the creation of the Congress of Racial Equality raised the profile of the fight by black Americans for civil rights and led to campaigns to change their status, such as the Double V • In 1945 returning Latino veterans campaigned for improved civil rights with a new unity, seeking equal rights in a country they defended, including challenges to separate education, a forerunner of later NAACP campaigns. Other relevant material must be credited.

Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether movies, music and the radio had a similar effect on the morale of the American people during the war years (1941–45) as they did during the New Deal years (1933–40). Arguments and evidence that the effect of movies, music and the radio on American morale was similar in these two periods should be analysed and evaluated. Relevant points may include: • Roosevelt showed the power of radio to calm situations during his 'Fireside Chats' in the New Deal; similar use was made of the radio during the war period, e.g. a series of talks on 'Speaking of Liberty' • Movies provided the role of escapism during both periods: in the New Deal years, movies were a therapeutic diversion for millions of poor Americans; war movies offered escapist entertainment, reassurance, and patriotism • Music was targeted by government to raise morale in both periods. The WPA-funded Federal Music Project gave black Americans, women and Hispanics a chance to play music and be paid throughout the two periods • Walt Disney provided important morale-boosting 'happy' productions through both periods, e.g. during the New Deal, <i>Mickey Mouse</i> and <i>Snow White</i> and during the war, <i>Bambi</i>. Arguments and evidence that the effects on morale were different in the two periods should be analysed and evaluated. Relevant points may include: • Movies took on a more realistic rather than escapist tone during the war and raising morale gave way to support for defensive mobilisation by propagandists and fundraisers, e.g. <i>Divide and Conquer</i> (1943) • Musical entertainment was part of the government's plans to ensure that troops received effective moral support in camps during the war. It had not been used this way in alphabet agency camps during the New Deal period • During the war radio sitcoms were used to deal directly with issues such as petrol rationing, buying war bonds and the domestic war effort; during the New Deal they were mainly morale-boosting slapstick or crime fiction tales. Other relevant material must be credited.

Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether the Second World War was more beneficial for the economic progress of black Americans than it was for other ethnic minorities in the USA. Arguments and evidence that black Americans benefited more than other ethnic minorities should be analysed and evaluated. Relevant points may include: • Because of Executive Order 8802, overt racism in the workplace for black Americans decreased. In government and defence-related industries there were larger advances in the number of black American workers than others • Union membership among black workers grew steadily and in greater numbers than other ethnic groups, helping them to achieve better pay and conditions • Black women found greater opportunities than had existed before the war, with many finding work more rewarding and paying better than domestic service. This was not the case for Japanese American women • Black Americans did not have their livelihoods and businesses taken away from them in the same way that Japanese Americans did. Black-owned business benefited from the war, notably media companies • Black Americans did not have large areas of land seized from them for war use as did Native Americans, whose migration was thus enforced. Migration proved of greater benefit to black Americans than Native Americans. Arguments and evidence that black Americans did not benefit more than other ethnic minorities and/or that the latter benefited more, should be analysed and evaluated. Relevant points may include: • Hispanic Americans benefited as least as much as black Americans in war employment as there were great employment opportunities offered by the need for workers, particularly in agriculture • There were equally important economic opportunities for hundreds of thousands of Mexican Americans allowed to work in the USA under the Bracero Agreement • Poor working conditions among Hispanics led to workers organising strikes, resulting in higher wages in some cases, often achieving greater improvements than black urban factory workers • Some factories refused to hire blacks; Executive Order 8802 was largely circumvented by Southern employers and many blacks were kept in menial jobs. Other relevant material must be credited.

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



Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement whether Disney was the most significant Hollywood influence on the morale of the American people during the Second World War. Arguments and evidence that the significance of Disney's Hollywood influence on morale during the Second World War was extensive should be analysed and evaluated. Relevant points may include: • The use of Disney's characters in war-related work, including character merchandise being produced with military insignia and free of charge to servicemen, helped to strengthen public morale • Disney partnered with several government programmes to educate citizens and encourage them to do their part for the war effort. This, in turn, raised morale as people felt they were making a difference • From Donald Duck to Mickey Mouse, Disney led 'The Golden Age of Animation' during the Second World War, a time when studios were tasked to muster the morale and bring the USA together in support • Disney produced 32 short propaganda films commissioned by the US government, many of which raised public morale by parodying the Axis powers, e.g. <i>der Fuehrer's Face</i> and <i>Commando Duck</i> • Disney productions were an extensive part of the scale of Hollywood's influence in boosting morale. During the War, Hollywood recorded its highest audience figures (except 1930) in history, with Disney to the fore. Arguments and evidence that other Hollywood features were more significant should be analysed and evaluated. Relevant points may include:

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| | <ul style="list-style-type: none">• There were far more Warner Brothers animations produced, 262 during the war years, many of which had similar significant effects on American morale at home to Disney cartoons, e.g. <i>Scrap Happy Daffy</i>• The Hollywood Victory Committee was founded during the Second World War to provide a means for performers not in military service to contribute to the war effort through bond drives and improving morale for troops• Theodor Geisel (Dr Seuss) received the Legion of Merit award for ‘exceptionally meritorious service in planning and producing films’, and ‘for enhancing morale’• Many Hollywood blockbuster war movies were produced with the purpose of raising the morale, e.g. among women, by indicating the importance of their wartime contribution. |
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Other relevant material must be credited.

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



4	10–12	• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
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Section B

Target: AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	- Simple or generalised statements are made about the topic. - Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. - The overall judgement is missing or asserted. - There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–10	- There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. - Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. - An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. - The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11–16	- There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. - Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. - Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. - The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17–20	- Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. - Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. - Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. - The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.

Section A: indicative content**Option 2H.1: The USA, c1920– 55: boom, bust and recovery**

Question	Indicative content
1a	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse the source to consider its value for an enquiry into Roosevelt's introduction of the New Deal in 1933. - The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: - It provides evidence that Roosevelt was receptive to completely new ways of dealing with America's economic and social problems ('Although it was a very radical programme, Roosevelt accepted it with enthusiasm.') - It provides evidence that Roosevelt wished to stamp his own imprimatur on the New Deal but that, in doing so, his enthusiasm ran away with him ('His enthusiasm ... led him to exaggerate what could be accomplished.') - It implies that Roosevelt's impetuosity led him to impose sweeping solutions without regard to the consequences ('... boldly rushed it through, and happily left it to others to worry about the difficult details'). - The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: - As the President's Secretary of Labour, Perkins was in charge of important aspects of the introduction of the New Deal, which ascribes value to the source - Perkins' account, reinforced by the title of her memoirs, is particularly valuable as it indicates a very intimate knowledge of the way the President worked - Perkins is reporting on the introduction of the New Deal with personal insights still fresh in the mind, but with enough hindsight to judge how difficulties had occurred. - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: - The pace of the introduction of the New Deal showed Roosevelt's dynamism, backing up sweeping statements in his inaugural address with an impressive array of legislation in the First Hundred Days - Roosevelt was heavily influenced by advisers to be more radical than his instincts suggested in the introduction of relief and recovery. Proposals included a forty-hour working week and a minimum wage - Roosevelt was keenly interested in rural issues and believed that true prosperity would not return until farming was prosperous. The AAA, introduced in haste, fell victim to opposition.



Question	Indicative content
1b	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. 1. Candidates must analyse and evaluate the source in relation to an enquiry into the House Un-American Activities Committee (HUAC) in the late 1940s. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: • Maltz was writing from first-hand experience as he was one of the Hollywood Ten investigated by HUAC • Maltz's personal experiences at the hands of HUAC may have led him to be over-zealous in seeking out inconsistencies in the way colleagues were treated during the late 1940s • Maltz's evidence refers to two other members of the Hollywood Ten; the treatment of seven others is not documented • The evidence refers to the work of HUAC in a very narrow field, a small section of just one service industry. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It implies that opposing the Committee was self-destructive, as only those who could be manipulated into supporting HUAC would prosper in their careers ('...new set of principles... immediately found work') • It states that those who held on to their principles were persecuted ('refused to co-operate with HUAC...were convicted and went to jail.') • It implies that HUAC used moral blackmail ('When Dmytryk emerged from his prison term he did so with a new set of principles, testified as a supporter of HUAC...') • It suggests that the impact of HUAC had profound consequences for those who refused to conform ('...came out of prison without changing his moral principles...was blacklisted...for many years.'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: • The Hollywood blacklist was, in reality, a much broader entertainment industry blacklist experienced by hundreds, put into effect during the early years of the Cold War against alleged communist sympathisers • Many victims of the Red Scare from many walks of life could not work in their professions for years afterwards • The pressure applied by HUAC meant that many other Hollywood employees were implicated as part of a broad campaign against communism.

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

Question	Indicative content
2a	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse the source to consider its value for an enquiry into the difficulties faced by President Carter in dealing with America's economic problems. - The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: - It indicates that Carter faced problems beyond his control as President, obstacles from other oil-producing countries ('due to external factors... doubling of oil prices by OPEC') - It claims that Carter inherited serious economic problems ('In 1974, we had the worst recession since the Second World War.') - It implies that the problems encountered, and the obstacles to their alleviation, were partly the fault of the public ('which requires greater public sacrifice') - It claims that inflationary problems were caused by the Government ('We have inflation because of his Government.'). - The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: - The purpose of the journalist is to put the question to both candidates and probably to be fair to both in the debate, so his introductory remarks are likely to be trustworthy - The responses indicate both sides of the political debate - There is great value in the fact that the debate is taking place at a time when Carter's problems and the difficulties he faced are especially open to scrutiny, during an election campaign. - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: - When Carter took office in 1977, he faced huge difficulties: the USA was suffering from crises in energy, welfare, healthcare and inner-city deprivation, as well as a lack of trust in presidents - As a Democrat expected to care and to do more about poverty than his Republican predecessors, Carter tried to do too much too quickly, contributing to the illusion of a bigger federal government - Carter had to deal with inflationary problems caused by the OPEC oil embargo but, in doing so, encountered a new recession and an uncompetitive manufacturing industry, leading to stagflation.



Question	Indicative content
2b	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the source in relation to an enquiry into the aims and methods of student protest in the USA in the 1960s. 1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: • As a prominent leader of the student movement for a large part of the 1960s, Gitlin is in a good position to estimate its changing aims and methods during that period • Gitlin is recalling a stated turning point in the aims and methods of student protest with enough hindsight to judge how permanent that change became • As a professor of sociology in 1987, Gitlin's purpose in writing the book would have been to provide an academic's scholarly insight into the aims and methods of student protesters. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It suggests that there was a decisive turning point in the methods used by student protesters in 1968 ('the student movement was "free at last" from restraint.') • It suggests that non-violence was no longer the key feature of student protest ('non-violence went to the grave with him.') • It provides evidence that moderate aims were in retreat, to be replaced by more radical objectives ('moderate thinking ended. All that mattered was to build a base for the coming revolution.') • It gives evidence that student aims had been to oppose military research and to oppose racial discrimination by means of peaceful sit-in protests ('student occupation...military research...was located.'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: • SDS wanted participatory democracy – they saw an American citizenry with no influence over the nuclear arms race or, closer to home, authoritarian university administrations • Under the pressure of the Vietnam War and black militancy in the wake of Martin Luther King Jr.'s assassination, SDS' leadership thought that by stoking up violent confrontations, they could 'bring the war home' • The revolution foreseen by SDS was seen most clearly in the Weathermen, who were the most ferocious and reckless of the factions, inspired by South American, South-east Asian and Chinese revolutionaries.

Section B: indicative content**Option 2H.1: The USA, c1920– 55: boom, bust and recovery**

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about how accurate it is to say that federal government policies were the key factor in the economic boom of the 1920s. Arguments and evidence that federal government policies were the main reason for the economic boom of the 1920s should be analysed and evaluated. Relevant points may include: • The impact of government philosophy, e.g. Republican support for laissez-faire economics, was a cause as it allowed the market to flourish free from costly restrictions and high corporate taxation • A reason was reduced Federal Trade Commission (FTC) regulation. Lighter regulation encouraged competition, thereby helping small businesses • Mellon's fiscal policy was a cause, as it favoured big business and gave consumers more disposable income, e.g. revenue acts (1921-26), which cut surtax from over 50 per cent to 20 per cent • Government tariff policies, e.g. the Fordney-McCumber Tariff Act (1922), were a factor, as they protected US industry from foreign competition and ensured the growth of new industries. Arguments and evidence that other issues were the main reason for the economic boom of the 1920s should be analysed and evaluated. Relevant points may include: • The 'Ford revolution' in the mass production of cars was a major reason, as Frederick W Taylor's conveyor belt technology spread to other industries, driving down costs and raising production levels • The creation of mass advertising was a reason, stimulating a consumer-led boom, especially in household goods • The economic impact of the First World War created a boom, as more manufacturing for the Allies aided the development of key industries after the war, e.g. chemicals • A reason was the availability of easy credit and hire purchase, which stimulated consumer demand. Other relevant material must be credited.

Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on whether the Second World War was the most significant development in changing the status of ethnic minorities in the USA in the years 1933-45. Arguments and evidence that the Second World War was the most significant development in changing the status of ethnic minorities in these years should be analysed and evaluated. Relevant points may include: • The wartime necessity for Executive Order 8802 was significant, as it meant that overt racism in the workplace for black Americans decreased • Ethnic minority women found greater opportunities than had existed before the War, with many finding work more rewarding and paying better than domestic service • There were significant wartime economic opportunities for hundreds of thousands of Mexican Americans allowed to work in the USA under the Bracero Agreement • Wartime was particularly significant for the status of Japanese Americans as the status of <i>nisei</i> and, especially, <i>issei</i> people deteriorated sharply, with internment for many of the latter. Arguments and evidence that the Second World War was not the most significant development in changing the status of ethnic minorities in the USA in the years 1933-45 should be analysed and evaluated. Relevant points may include: • Some wartime factories refused to hire blacks; Executive Order 8802 was largely circumvented by Southern employers and many black and Hispanic Americans were kept in menial jobs • The pre-war New Deal was significant in changing the status of black Americans, e.g. Roosevelt employed more black Americans in government. Many, e.g. Mary McLeod Bethune, made significant advisory contributions • Pre-war alphabet agencies were significant, as over three million New Deal agency jobs were provided for ethnic minorities • Changes in status for Native Americans were significant before the War as they were allowed their own police and legal systems and to control land sales within reservations under the Indian Reorganisation Act (1934). Other relevant material must be credited.

Question	Indicative content
1(a)	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse the source to consider its value for an enquiry into the influence of communism on Hollywood in the late 1940s. - The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: - It indicates that communists working in Hollywood wish to use their employment to spread their political creed ('a means to an end – the political triumph of the working class.') - It implies that communists use underhand techniques to subvert the minds of those who watch movies ('casually introducing propaganda into innocent stories') - It implies that communists know that they can exploit the freedoms given by the US Constitution in order to destroy the American way of life ('free speech means we do not pass laws to forbid Communists...'). - The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: - Ayn Rand was writing for an organisation of conservative members of the Hollywood film industry, which suggests that US film-makers were concerned about communist influence at this time - As a screenwriter, Rand was in a good position to know how techniques of propaganda might be used in the movie industry - As a conservative living in the USA, Rand believed she was able to perceive the damage that communism could cause to society. - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: - A new Red Scare developed in the USA as the Cold War between America and the Soviet Union intensified; communists were regarded as subversive

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| | <ul style="list-style-type: none">• Truman's Federal Loyalty Program was signed immediately before the release of Rand's directive. It showed that the government encouraged the monitoring of suspected communist employees• Following the publication of the <i>Screen Guide</i>, prominent screenwriters and directors, known as the Hollywood Ten, received jail sentences and were banned from working for the major Hollywood studios• When the House Un-American Activities Committee investigated the motion picture industry, the 'friendly witnesses' came largely from the Motion Picture Alliance for the Preservation of American Ideals. |
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Question	Indicative content
1(b)	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the source in relation to an enquiry into support for prohibition in the 1920s. - The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences. - As a former prohibition enforcer for the federal government Haynes is in a good position to speak to his audience about support for a new campaign of enforcement of prohibition in the light of past lessons learned - Haynes may resent the fact that he has been seen to have failed, having been removed from his position. He therefore emphasises the nature of the difficulties faced in mobilising support during his tenure of office - Haynes is speaking to a friendly, temperance-supporting audience who want to hear positive news about the enforcement of prohibition. - The evidence could be assessed in terms of giving weight to the following points of information and inferences: - It suggests that current policies to support prohibition are ineffective and there needs to be a change of direction in the campaign to uphold prohibition ('recognising the most troublesome hurdle...') - It implies that the attempt to uphold the prohibition amendment is marred by a lack of investigative intelligence ('We cannot tell who are the friends and who are the foes of prohibition and their real plans.') - It claims that US law is not strong enough to cope with the sheer size of the task of policing non-compliance with prohibition ('the inadequacy of our legislation') - It states that the task is made difficult as opponents of prohibition count many influential people in positions of power in the community among their number ('citizens of ... position are embarrassing the government'). - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include:

	• Prohibition was the most widely ignored law in the American system. Even President Harding had alcoholic drinks at formal White House receptions • Thousands of illegal drinking places known as speakeasies existed • The federal government had only around 3,000 poorly paid enforcement agents, a woefully weak response to the gangsters who profited from breaking prohibition laws and bribed the law enforcers • The political response to prohibition was marred by disunity, particularly among the Democrats, who were split between urban 'Wets' and rural 'Drys'.
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Option 2H.2: The USA, 1955–92: conformity and challenge



Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how accurate is it to say that the actions of the House Un-American Activities Committee (HUAC) were the main reason for McCarthyism in the period 1950-54. Arguments and evidence that HUAC was mainly responsible should be analysed and evaluated. Relevant points may include: • HUAC served initially as a platform to denounce The Democrat Fair Deal as a Communist plot. McCarthy was a Republican Senator heavily influenced by HUAC • In 1947, HUAC began hearings to expose Communist influence that frightened labour unions into expelling Communist members and ignoring progressive causes. This appealed to McCarthy's right wing Republican views • HUAC extended its investigations into the entertainment industry. Film directors and screenwriters who refused to co-operate were cited for contempt and sent to prison. Such people later became the subject of McCarthy's witchhunts (e.g. Arthur Miller) • The case of Alger Hiss increased the fears of a 'Red Scare'. This sensational hearing seemed to link an Administration insider with communist subversion. This was to be McCarthy's theme from 1950. Arguments and evidence that HUAC was not mainly responsible for the McCarthy witchhunts in these years and that other factors were significant should be analysed and evaluated. Relevant points may include: • Growing Cold War tensions raised concerns about US security and particularly the loyalty of the 80,000 Communist Party members, some of whom held key government positions • A series of spy scandals culminating in the Rosenberg case propelled McCarthy forward, but these had not been investigated by HUAC • In 1950 Congress adopted The McCarran Internal Security Act requiring organisations deemed Communist by the attorney general to register with The Department of Justice. This encouraged McCarthy • Many Republicans encouraged McCarthy. Republican anger with 'liberal' Democrat policies gave McCarthy scope for attacks. Other relevant material must be credited

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

Question	Indicative content
6	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which poverty remained a major feature of American society in the years 1955–64. Arguments and evidence that poverty remained should be analysed and evaluated. Relevant points may include: • Big business remained over-powerful; millions lived in relative poverty. Galbraith's corrective "The Affluent Society" revealed private opulence and public squalor • The military-industrial complex would not pump money into welfare and public services, so the have-nots missed out • Johnson's Great Society programme, announced in 1964, indicated that he knew that poverty remained a key issue • Deprived areas were spread across America. Although the average family in suburbia earned \$6500 per annum, this was 70% higher than the average income of the rest of the nation. Arguments and evidence that poverty was not a major feature of American society in these years should be analysed and evaluated. Relevant points may include: • Car ownership reflected declining poverty. By 1960 75% of Americans owned at least one car and a booming tourist industry suggested that poverty was less of an issue in society • Technological change e.g. widespread electrification increased rural employment • The availability of cheap consumer goods illustrated by a development of 4000 new out-of-town shopping malls indicated that poverty was less of a feature in society. Other relevant material must be credited.

Question	Indicative content
7	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the extent to which Gerald Ford and Jimmy Carter created a new style of Presidential leadership. Arguments and evidence that there was a change in presidential style in these years should be analysed and evaluated. Relevant points may include: • Ford's approach suggested a style different from Nixon's 'Imperial Presidency' which was dominated by secretive White House insiders • Carter was a Washington outsider of ostentatious piety, which seemed refreshing in the wake of Nixon's corrupt Administration • Carter's change of style was revealed by his environmentalist credentials and by the opposition he provoked from establishment insiders • The First Lady, Betty Ford's involvement seemed a pleasing change of style and contributed to the popularity of the White House. Arguments and evidence that presidential style did <i>not</i> change should be analysed and evaluated. Relevant points may include: • Ford's pardon of Nixon showed he was just another regular, perhaps corrupt, politician. John Dean claimed Ford had stopped investigations into Watergate • The Carter Administration was also tainted by scandal: Billygate and Bert Lance seemed to suggest Nixon's style had not been overcome • There was a growing feeling that Carter, like most politicians, lacked the ability to be a new kind of leader who would return the US to economic prosperity. Other relevant material must be credited.

Question	Indicative content
8	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which the Reagan Presidency during the years 1981-89 benefited only the rich. Arguments and evidence that the Reagan Presidency benefited only the rich should be analysed and evaluated. Relevant points may include: • Soaring returns on the stock market generated unprecedented enrichment opportunities for savvy investors but around two-thirds of the country did not benefit from the great bull market • By cutting income taxes, which were paid at a higher rate by the wealthy, while increasing payroll taxes, which were paid at a higher rate by the working poor and middle class, Reagan shifted the tax burden down the income scale • Financial deregulation allowed for the creation of more sophisticated financial instruments that made it much easier for entrepreneurs to attract capital and played a huge role in fuelling the booming stock market. Arguments and evidence to counter the suggestion that Reagan's Presidency benefited only the rich should be analysed and evaluated. Relevant points may include: • The bull market created more wealth for more so-called 'middle-American' families than any previous boom in history - not just within the top 10%, who could be classed as rich, but also within the next 20% • Because Reagan hugely increased defence expenditure there was significant benefit in wages, overtime and employment for blue collar workers in the defence industries • Supply-side economics, including tax cuts, gave people more money to spend, stimulating demand and benefiting most Americans. Other relevant material must be credited.

Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether the NAACP was primarily responsible for changing the status of black Americans in the years 1944-55. Arguments and evidence supporting the primary responsibility of the NAACP for changing the status of black Americans in the years 1944-55 should be analysed and evaluated. Relevant points may include: ☐ The NAACP's use of court rulings to challenge the US Constitution brought rewards in high profile cases reaching the Supreme Court. <i>Smith v. Allright</i> (1944) challenged limitations to black voting rights in primary elections ☐ The Supreme Court ruled the case <i>Shelly v. Kraemer</i> (1948) in favour of the NAACP, which had challenged discrimination in house purchasing by estate agents ☐ Discrimination in transportation was tackled through the courts by the NAACP. <i>Morgan v. Virginia</i> (1946) tackled separate facilities on federally-controlled services that crossed state lines into the Jim Crow South ☐ The NAACP challenged 'separate but equal' first in public higher education then in schools. <i>Brown v. Topeka</i> (1954) ruled that 'separate but equal' had no place in education. Arguments and evidence that other reasons for changing the status of black Americans in the years 1944-55 were more important, or that the NAACP's campaign was limited in its ability to change status should be analysed and evaluated. Relevant points may include: ☐ States' Rights ensured that initial successes in bringing black Americans to the polls were diluted by local poll taxes, literacy tests and other loopholes, as well as KKK intimidation. Black Americans' status remained unaltered ☐ Cases in transportation, education and housing remained pieces of tokenism and did not lead to wholesale change. Support for enforcement remained weak ☐ <i>Brown v. Topeka</i> was undermined by federal fears of public disorder and requirements for implementation were left vague by <i>Brown II</i> (1955), giving the green light to Southern governors to ignore integration ☐ The NAACP were not the only movers in changing black Americans' status. Other factors included Truman's attempts in the face of Congressional opposition 'To Secure These Rights', desegregating armed forces and federal employment ☐ The NAACP did not have a high profile in labour relations. Black workers became solidly pro-union and were among the groups most likely to have their status changed during the 1950s. A union man brought King to Montgomery. Other relevant material must be credited.

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



Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which the NAACP improved black American civil rights in the years 1945-55. Arguments and evidence that the NAACP improved black American civil rights in the years 1945-55 should be analysed and evaluated. Relevant points may include: • The NAACP brought several key cases testing discrimination to the Supreme Court, resulting in high profile civil rights judgements in public higher education, such as Sweatt v. Painter and McLaurin v. Oklahoma • Brown v. Topeka, which struck down segregation in public school education, was a landmark judgement challenging the very social fabric of the Jim Crow South • The NAACP also achieved Court victories in challenging discrimination in transportation, such as Morgan v. Virginia, and in housing, such as Shelley v. Kraemer • The cases contested by the NAACP in this period enabled civil rights groups to find a voice that was denied to them in Congress and bring about change through the reinterpretation of existing congressional and state legislation • The NAACP moved beyond court cases by working with the CIO to fight for black labour and by making representations to the President's Committee on Civil Rights, which produced Truman's To Secure These Rights programme. Arguments and evidence that the NAACP failed to improve black American civil rights in the years 1945-55 should be analysed and evaluated. Relevant points may include: • The court judgements seemed to be 'paper promises' and tended not to lead to great change. Brown II delayed implementation of school integration. By 1955 virtually all public facilities were still segregated in the Old South • Outside the South de jure court victories meant little in tackling de facto segregation. White flight to suburbs, for example, was a practical response to the NAACP case against restrictive housing contracts, Shelly v. Kraemer • Black Americans faced challenges from the KKK and Citizen's Councils which used intimidation to restrict the amount of influence the NAACP could have on practical changes to their status Other relevant material must be credited.

Option 2H.1: The USA, 1955– 92: conformity and challenge



Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about how significant was the role of television in transforming popular culture in the years 1945–55. Arguments and evidence supporting the significance of the role of television should be analysed and evaluated. Relevant points may include: • Television allowed millions, including people on low incomes, to view major sporting events and popular entertainment that had previously been experienced through other media mainly by the middle class and the rich • New 'low-brow' shows were blamed for transforming popular culture in a negative way, contributing to lower educational attainment as students spent too much time watching television rather than doing schoolwork • <i>The Toast of the Town</i> (1948), later <i>The Ed Sullivan Show</i>, brought black Americans on to national television, which helped to undermine the presence of racism in popular culture, particularly among the young • Television had a major impact on other forms of popular culture. Average weekly attendance at the movies fell by nearly 50 per cent in this period. Arguments and evidence that other features were more significant in transforming popular culture in the years 1945–55, or that the significance of television was limited, should be analysed and evaluated. Relevant points may include: • Television tended to reinforce stereotypes rather than transform popular culture. There was an abundance of programming such as sitcoms that barely raised the cultural bar beyond what radio had already achieved • Other forms of popular entertainment had a huge impact on teenage culture, especially music genres such as rock 'n' roll, popularised by Bill Haley and the Comets, then Elvis Presley • Films helped to develop the idea of a new social group leading popular culture. <i>Rebel Without a Cause</i> dealt with teenage alienation from old forms of culture. Comic books and popular magazines reinforced this view • The consumer society acquired the means to access new cultures through new cars (e.g. drive-in movies) and electrical goods other than television (e.g. gramophones). Other relevant material must be credited.

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



Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on whether the most important factor in the growth of the American economy, in the years 1945–55, was the increased travel opportunities of the American people. Arguments and evidence that increased travel opportunities in these years was the most important factor should be analysed and evaluated. Relevant points may include: • A boom in highway construction created a new 'sun belt' growth area where inter- and intra-state transport networks transformed the economy • The demand for greater mobility led to a boom in the oil industry. This reliance on oil drove economic transformation, as domestic production could not keep up with demand and America became more reliant on imports • The growth in car production led to greater mobility and the growth of suburbs and of the domestic tourist industry. This improved job opportunities and wages • The ability of Americans to move out of the inner city through improved transport networks led to a demand for new houses and the subsequent growth of Levittown projects fuelled a construction boom. Arguments and evidence that increased travel opportunities in these years was not the most important factor should be analysed and evaluated. Relevant points may include: • The growth of Levittown projects boosted the economies of numerous previously rural locations. Once people moved in increased ability to travel was not an important issue in this local growth • As middle-class 'white flight' intensified, inner cities fell into economic decline and became associated with crime and poverty, limiting economic development in big cities • The GI Bill meant veterans returning from the war received a range of benefits, from home-buying assistance to education, stimulating economic growth • Federal government funding produced a 'knowledge revolution', which transformed the economy from a mainly industrial base to one driven by science and technology. Other relevant material must be credited.

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



Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how accurate it is to say that the most significant post-war development in the United States, in the years 1945-55, was the development of a consumer society. Arguments and evidence that the consumer society was the most significant development should be analysed and evaluated. Relevant points may include: • Pent-up demand experienced in wartime was so great that it enabled the release of a vast supply of domestic consumer goods on to a seemingly insatiable post-war market, which built a significant consumer society • The provision of low-cost mortgages and low-interest loans, aided by the GI Bill, was so widespread that hundreds of thousands of ex-servicemen added strength to a burgeoning consumer society • Consumerism was a significant phenomenon in the new Cold War America as government spending pushed up employment and disposable incomes in the defence sector, triggering growth and enlarging a growing consumer society • The psychological effects of victory in war and the emergence of the USA as a superpower encouraged the idea that the wealth and plenty of a consumer society was the most important aspect of the 'American way'. Arguments and evidence that other aspects were more significant and/or a consumer society was not significant should be analysed and evaluated. Relevant points may include: • GIs returning from war led to a baby boom in these years that saw many societal changes in family life. Large families often made people poorer, holding back increased consumerism in many working-class communities • An important post-war political development was the second Red Scare as Americans came to terms with a peace that seemed to include an enemy within • The post-war world left many black Americans uncertain of the outcome of their wartime 'Double-V' campaign. The attempt to win civil rights became a significant post-war development

	• The conversion to peace had profound significance for women who had become used to wartime employment. Many women reluctantly returned to homemaker status in these years. Other relevant material must be credited.
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Option 2H.2: The USA, 1955– 92: conformity and challenge



Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how far the Red Scare in the 1920s differed from the second Red Scare in the years 1945-55. The extent to which the two Red Scares differed should be analysed and evaluated. Relevant points may include: • The first Red Scare was less tied to communism alone, with hostility towards anarchists and xenophobia being strong influences. The second Red Scare was closely associated with the Cold War and with communism • The second Red Scare saw a wider and longer-lasting response from the authorities, from Senate hearings down to investigations even, for example, at workplace level • The second Red Scare had greater political implications, as it led to a greater federal response, e.g. Truman's loyalty programme

- The second Red Scare was a response to genuine infiltration, with prosecutions, e.g. Hiss and the Rosenbergs, whereas there was little substance behind the deportations of the first Red Scare.

Arguments and evidence that the Red Scare in the 1920s did not differ from the second Red Scare in the years 1945-55 should be analysed and evaluated.

Relevant points may include:

- Both Red Scares led to responses that can be typified as apparent witch hunts led by authority figures, e.g. Mitchell Palmer and Senator McCarthy
- Both Red Scares were exploited in presidential election campaigns, e.g. Palmer raids to attempt to secure the Democratic nomination in 1920 and Nixon's tactics to support Eisenhower's Republican campaign in 1952
- Both responses led to hundreds of effectively innocent people being implicated, with arrests and deportations in the first, and job losses and blacklisting in the 1950s
- Both can be argued to have produced a level of public and media hysteria that ultimately died away as the limited credibility of accusations were revealed.

Other relevant material must be credited.

Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the impact of the Levittown projects on urban communities in America in the 1950s. Source 1 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • As someone brought up in Levittown during its early years of development, Hales is well qualified to give a view on the impact of the New York Levittown project • Hales is exemplifying just one of the Levittown projects, bringing the advantages of specialisation, although other projects may have varied in their impacts • The tone is scholarly; Hales has shown a close interest in the impact on a community of which he was a part but has been able to step back and be objective on the positives and negatives of a Levittown project. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of the Levittown projects on urban communities in America in the 1950s: • It implies a positive and refreshing impact on residents as they responded resourcefully by recreating their former lives in new settings ('developed... together by individuals who remembered ... themselves had come.') • It suggests that self-help was at the heart of the positive impact that Levittown residents had on their communities ('they were influenced by the home improvement projects ... of other Levittown residents.') • It states that the impact of the projects on some people's lives was not positive and also mistaken, suggesting negative impacts on racial minorities ('racial covenants ... shameful.'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: • Levittown, on Long Island, New York, is widely recognised as the first modern American suburb, as a prototypical post-war planned community • Levitt left the war behind with an idea: every young veteran returning to the United States would need a home. The mass-production strategies he had learned putting up military housing would have a great impact • The Supreme Court challenged racial segregation in housing, but Levittown projects avoided its rulings, employing devious restrictive covenants preventing black American from purchasing or renting property.

Question	Indicative content
	Source 2 - The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: - The purpose of the account is to indicate that, in Levittown, New York, racist policies persisted. The article does not attempt to detail positive impacts on communities - As a local newspaper reviewing the first ten years' experience of a Levittown project in action, it is probably offering an informed view about the impact of racism on a familiar community - The tone of the comments is essentially hostile towards Levitt's impact on the racial make-up of Levittown. The writer seeks to portray Levitt as at least equivocal and probably negative on matters of discrimination. - The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of the Levittown projects on urban communities in America in the 1950s: - It implies that the impact of Levittown was to cement existing models of de facto segregation. It suggests that black Americans were not welcome in Levittown and this was typical nationally ('preferred not... as a whole.') - It suggests that tokenism was present in discrimination policies in the Levittown community. The word 'actually' suggests black ownership was highly unusual ('Actually, a black family bought a Levitt house...') - It states that criticism of Levitt's impact on the community was sometimes politically motivated and therefore implies criticism was exaggerated ('some of the attacks on Levitt ... agitation stirred up by left-wing groups'). - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: - During the 1950s, there was a general movement of white Americans out of inner-city areas, where there were large ethnic populations, to new suburbs dominated by whites, reinforcing de facto segregation - The Supreme Court ruled that restrictive covenants preventing anyone from renting or buying on grounds of race, were contrary to the 14th Amendment to the Constitution and this ruling applied in the 1950s - During the 1950s, the Federal Housing Association ignored its own Federal Court's ruling and continued to encourage the construction of segregated housing, both in Levittowns and more generally. Sources 1 and 2 The following points could be made about the sources in combination:

Question	Indicative content
	• Both sources agree that racial covenants were negative by-products of Levittown communities • Both sources agree that Levittowns, although new communities, had impacts founded on existing patterns. Source 1 mentions remembered neighbourhoods; Source 2 outlines existing characteristics of segregation • There is a clear contrast, as Source 2 focuses on a single issue, of discrimination against black Americans, whereas Source 1 emphasises multiple gains in community spirit in Levittown.

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

Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the extent to which a new teenage culture was evident in the lives of young Americans in the years 1945-55. Arguments and evidence that a new teenage culture was evident in these years should be analysed and evaluated. Relevant points may include: • A huge market for the new 'teenager' was created in fashionable clothing and popular music as the youth population grew to more than 40% of the population • Young people appeared to be dressing and acting differently from their parents, encouraged by new markets in clothing and entertainment that developed as a result of the growing affluence of young people • The popularity of the teenage culture was evident in sales of Bill Haley's 'Rock around the Clock' (16 million copies), which topped the Billboard chart for 8 weeks • Rebellious behaviour was promoted in films that used a rock 'n' roll soundtrack, e.g. 'Blackboard Jungle'. There was an increase in teenage gang fights, drunkenness and disrespectful attitudes to adults in the 1950s. Arguments and evidence that a new teenage culture was not evident in these years should be analysed and evaluated. Relevant points may include: • Most young people remained as conservative as their parents, with most young women aspiring to marriage, home and a family. Film plots like 'Blackboard Jungle' ultimately showed that adults restored authority. • Half of the young male population was drafted into the armed forces in the 1950s and learned to accept discipline • Many teenagers listened to placid 'crooners' like Pat Boone or Perry Como • In spite of fears that cultural developments promoted a culture of delinquency, only a tiny proportion of young people ended up in criminal courts. Other relevant material must be credited.

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



Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether television was the key reason for changes in popular culture in the years 1945–55. Arguments and evidence that television was the key reason for changes in popular culture in these years should be analysed and evaluated. Relevant points may include: • Television allowed millions, including people on low incomes, to view major sporting events and popular entertainment that had previously mainly been experienced through other media by the middle class and the rich • New 'low-brow' shows were blamed in reports for dumbing down popular culture, allegedly contributing to lower educational attainment as students spent too much time watching television rather than doing schoolwork • <i>The Toast of the Town</i> (1948), later <i>The Ed Sullivan Show</i>, brought African Americans on to national television, which helped to undermine the presence of racism in popular culture, particularly among the young • Television had a major impact on other forms of popular culture. Average weekly attendance at the movies fell by nearly 50% in this period. Arguments and evidence that television was not the key reason for changes in popular culture in these years should be analysed and evaluated. Relevant points may include: • Television tended to reinforce stereotypes rather than change popular culture. There was an abundance of programming, such as sitcoms, that reinforced existing cultural attitudes • Other forms of popular entertainment were a cause of change in teenage culture, especially music genres such as rock 'n' roll, popularised by Bill Haley and the Comets, then Elvis Presley • Films helped to develop the idea of a new social group leading popular culture. <i>Rebel Without a Cause</i> dealt with teenage alienation from old forms of culture. Comic books and popular magazines reinforced this view • The consumer society was a cause of change, as it provided the means to access new cultures through new cars (e.g. drive-in movies) and electrical goods other than televisions (e.g. gramophones). Other relevant material must be credited.

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



Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative



content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.

Candidates are expected to reach a judgement on the statement that the actions of the House Un-American Activities Committee (HUAC) in the years 1947–50 were the main reason for the increasing influence of Senator Joseph R McCarthy in the years 1950–54.

Arguments and evidence that the actions of the House Un-American Activities Committee (HUAC) in the years 1947–50 were the main reason for the increasing influence of Senator Joseph R McCarthy in these years should be analysed and evaluated. Relevant points may include:

- HUAC served initially as a platform to denounce the Democrat Fair Deal as a Communist plot. McCarthy was a Republican Senator heavily influenced by HUAC and he made personal attacks on the lives of the Democrat supporters
- In 1947, HUAC held hearings to expose Communist influence that frightened labour unions into expelling Communist members and ignoring progressive causes. McCarthy exploited these right-wing views from 1950
- HUAC extended its investigations into entertainment. Uncooperative film directors and screenwriters were cited for contempt and sent to prison. Such people later became the subject of McCarthy's witch hunts, e.g. Arthur Miller
- The case of Alger Hiss increased the fears of a 'Red Scare'. This sensational hearing seemed to link an Administration insider with communist subversion in American society. This was McCarthy's theme from 1950.

Arguments and evidence that other factors for the increasing influence of Senator Joseph R McCarthy in these years were more significant should be analysed and evaluated. Relevant points may include:

- The so-called 'loss of China' to Communism outlined in the influential document NSC-68, and the Soviet A-bomb, gave McCarthy's policy of hostility to Communist influences in the State Department momentum
- Specific Cold War tensions from 1950 over Korea raised concerns about the security of citizens and the loyalty of the 80,000 Communist Party members, who faced increasing surveillance in their private and public lives
- A series of spy scandals, culminating in the Rosenberg case, propelled McCarthy forward to change the lives of so-called subversives in all walks of US life, but these scandals had not been investigated by HUAC
- The McCarran Internal Security Act (1950), requiring organisations deemed Communist to register with the Department of Justice, encouraged McCarthy to become the intimidator of such organisations
- Many Republicans encouraged McCarthy. Republican anger with 'liberal' Democrat policies gave McCarthy scope for personal attacks on the lives of the Republicans' opponents during the election campaign of 1952
- Elements of the Democratic Party lent support to McCarthy, e.g. Representative John F Kennedy was a fierce anti-Communist who helped to influence a younger caucus of House Democrats to back McCarthy.

Other relevant material must be credited.

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

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

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



Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the impact of the ruling in the case of <i>Brown v Board of Education</i> (1954). Source 1 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • As he is using carefully chosen words for a press conference, Talmadge is indicating the importance people should attach to his reaction to the Supreme Court ruling • 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 • The declaration at the press conference is meant to be a marker to be laid down for Georgia, and perhaps other Southern states, to follow in the wake of the Court's verdict. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of the ruling in the case of <i>Brown v Board of Education</i> (1954): • It implies that the reaction to the ruling would be hostile as the Court had disrespected the Constitution of the United States ('reduced the US Constitution to a mere scrap of paper.') • It claims that the people of Georgia will not comply with the Supreme Court's judgement to integrate schools ('will not tolerate the mixing of the races in state schools') • It claims that the Supreme Court's decision will have no impact in Georgia as it is unlawful, with justices misinterpreting their own role ('political declaration', 'confuse the law with... how people interact') • It implies a defiance of the Federal Government that could, perhaps, put Georgia state law at odds with Federal law on matters of segregation ('all Georgians will live their lives in... separate ways'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: • State governments in the South showed a deep reluctance to implement the judgement and used their power to thwart it • Chief Justice Warren's views on 'sociology' proved to be crucial in the Court's impact in improving minority rights • Georgia was able to follow a separate path from the <i>Brown</i> decision partly, perhaps, because President Eisenhower feared losing white electoral support if he forced desegregation on the Deep South.



Question	Indicative content
	Source 2 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • The purpose of the account is to appeal to the fairness of white Southerners in supporting the integration of schools despite the opposition of their political leaders • 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 • The tone of the leader of a well-established civil rights pressure group fighting for the abolition of Jim Crow understandably borders on triumphant. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of the ruling in the case of <i>Brown v Board of Education</i> (1954): • It suggests that many Southern whites are more enlightened about integration than their political leaders ('are willing to begin... desegregation' 'intimidated by extremely vocal state Governors') • It gives evidence that Southern state governors were prepared to go to extreme lengths to avoid integration of their schools ('frantic attempts of the governments... to attempt to shut down their state-funded schools.') • It claims that devices used by Southern governments to maintain segregation were nefarious and would be defeated by a fair interpretation of the Constitution ('dragged out of darkness and into the light.') • It claims that, as a result of the Court ruling, Southern governments have little choice but to integrate their schools ('unless... leaving the... union of the United States itself... There will be a new order for schools'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: • South Carolina's separate but equal schools – also called 'equalisation' schools – were built for black pupils in an effort to forestall integration • It was not just politicians who opposed <i>Brown</i>. White families avoided integration by withdrawing their children from their local state school system in order to enrol them into newly founded 'segregation academies' • The integration of some schools in Arkansas drew national coverage from <i>Life</i> Magazine, and bitter opposition from Citizen's Councils and segregationist politicians ensued • The Supreme Court's implementation judgement, known as <i>Brown II</i>, was handed down in 1955 and, mindful of Southern opposition to integration, advised proceeding 'with all deliberate speed', an ambiguous oxymoron. Sources 1 and 2 The following points could be made about the sources in combination: • Both sources agree that there would be non-compliance with the <i>Brown</i> decision by Southern governors • Both sources agree that the US Constitution would be rigorously tested as the Court sought to implement its judgement • There is a clear contrast, as Source 2 is confident that school integration would happen in the South, while Source 1 is even more certain that it would not.

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

