



GuideMyGrades

— YOUR GOALS. OUR EXPERTISE. —

EDEXCEL AS AND A LEVEL HISTORY: QUESTIONS BY TOPIC

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

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

53 questions · 964 marks · Mark schemes included

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

 [guidemygrades.com](https://www.guidemygrades.com)

 @Guidemygrades

 @Guidemygrades

 @Guidemygrades

 info@guidemygrades.com

 Piccadilly Business Centre, Unit C, Aldow Enterprise Park
Blackett Street, Manchester, M12 6AE

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 AFFLUENCE AND CONFORMITY, 1955–63		12 questions · 216 marks	4
1. Q2	AS Paper 2 October 2020	8	5
2. Q2	AS Paper 2 June 2023	8	7
3. Q6	AS Paper 2 June 2017	20	10
4. Q6	AS Paper 2 June 2018	20	11
5. Q5	A Level Paper 2 June 2018	20	12
6. Q6	AS Paper 2 June 2019	20	13
7. Q5	A Level Paper 2 June 2019	20	14
8. Q2	A Level Paper 2 June 2022	20	15
9. Q6	AS Paper 2 June 2023	20	17
10. Q6	AS Paper 2 June 2024	20	18
11. Q6	AS Paper 2 June 2025	20	19
12. Q5	A Level Paper 2 June 2025	20	20
2 CIVIL RIGHTS, PROTEST AND THE GREAT SOCIETY, 1963–72		18 questions · 324 marks	21
13. Q2	AS Paper 2 June 2016	8	22
14. Q2	AS Paper 2 June 2019	8	25
15. Q2	AS Paper 2 June 2025	8	27
16. Q7	AS Paper 2 June 2017	20	29
17. Q5	A Level Paper 2 June 2017	20	30
18. Q6	A Level Paper 2 June 2017	20	31
19. Q7	AS Paper 2 June 2018	20	32
20. Q2	A Level Paper 2 June 2018	20	33
21. Q7	AS Paper 2 June 2019	20	35
22. Q2	A Level Paper 2 June 2019	20	36
23. Q6	AS Paper 2 October 2020	20	38
24. Q2	A Level Paper 2 October 2020	20	39
25. Q5	A Level Paper 2 June 2022	20	42
26. Q7	AS Paper 2 June 2023	20	43
27. Q5	A Level Paper 2 June 2023	20	44
28. Q7	AS Paper 2 June 2024	20	45
29. Q2	A Level Paper 2 June 2024	20	46
30. Q7	AS Paper 2 June 2025	20	48
3 DISILLUSION AND CHANGE: NIXON TO CARTER, 1973–80		13 questions · 224 marks	49
31. Q2	AS Paper 2 June 2017	8	50
32. Q2	AS Paper 2 June 2018	8	53



33. Q2	AS Paper 2 June 2024	8	56
34. Q8	AS Paper 2 June 2017	20	58
35. Q8	AS Paper 2 June 2018	20	59
36. Q8	AS Paper 2 June 2019	20	60
37. Q6	A Level Paper 2 June 2019	20	61
38. Q7	AS Paper 2 October 2020	20	62
39. Q5	A Level Paper 2 October 2020	20	63
40. Q2	A Level Paper 2 June 2023	20	64
41. Q5	A Level Paper 2 June 2024	20	66
42. Q8	AS Paper 2 June 2025	20	67
43. Q2	A Level Paper 2 June 2025	20	68

4 THE REAGAN ERA AND ITS DIVISIONS, 1981–92

10 questions · 200 marks

71

44. Q2	A Level Paper 2 June 2017	20	72
45. Q6	A Level Paper 2 June 2018	20	75
46. Q8	AS Paper 2 October 2020	20	76
47. Q6	A Level Paper 2 October 2020	20	77
48. Q6	A Level Paper 2 June 2022	20	78
49. Q8	AS Paper 2 June 2023	20	79
50. Q6	A Level Paper 2 June 2023	20	80
51. Q8	AS Paper 2 June 2024	20	81
52. Q6	A Level Paper 2 June 2024	20	82
53. Q6	A Level Paper 2 June 2025	20	83



QUESTIONS

53 questions · 964 marks · grouped by sub-topic, lowest tariff first



KEY TOPIC 1

AFFLUENCE AND CONFORMITY, 1955–63

12 questions in this sub-topic · 216 marks · lowest tariff first



2 (a) Study Source 3 in the Sources Booklet before you answer this question.

Why is Source 3 valuable to the historian for an enquiry into attitudes towards civil rights in the late 1950s?

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

(8)

Option 2H.2: The USA, 1955–92: conformity and challenge**Source for use with Question 2(a).**

Source 3: From a private letter written by Jackie Robinson to President Eisenhower, 13 May 1958. Robinson was the first black American to play in Major League Baseball in the modern era.

I was at the meeting of Negro Leaders when you said we must have patience. I felt like standing up and saying, 'Oh no! Not again!' We have been the most patient of all people. We cannot wait for the hearts of men to change. We want to enjoy now the rights that all other Americans achieved over 150 years ago.

Your own experience with Governor Faubus* over the integration of Little Rock High School is proof enough of the obstruction by segregationists. In my view, more of the type of actions you took last autumn at Little Rock would let it be known that America is determined to provide the freedoms we are entitled to under the Constitution. 5

*Governor Faubus – the segregationist Governor of Arkansas

Source for use with Question 2(b).

Source 4: From President Nixon, 'Address to the Nation on the War in Vietnam', 3 November 1969. This speech was broadcast on both television and radio.

I recognise that some of my fellow citizens disagree with my plan for peace. In San Francisco a few weeks ago, I saw demonstrators carrying signs reading: 'Lose in Vietnam, bring the boys home'. 10

Well, one of the strengths of our free society is that any American has a right to express that point of view. But as President, I would be untrue to my oath of office if I allowed the policy of this Nation to be dictated by the minority who try to impose their views on the Nation by holding street demonstrations. 15

If a vocal minority, however passionate, triumphs over reason and the will of the majority, this Nation has no future as a free society.

So tonight - the great silent majority of my fellow Americans - I ask for your support. I pledged in my presidential campaign to end the war in a way whereby we could win the peace. I have initiated such a plan. The more support I have from the American people, the sooner that pledge can be carried through. For the more divided we are at home, the less likely the enemy is to negotiate at the talks in Paris. North Vietnam cannot defeat or humiliate the United States. Only Americans can do that. 20 25



BLANK PAGE**Acknowledgements**

Source 1 from: <https://archive.lib.msu.edu/DMC/AmRad/screenguideamericans.pdf>

Source 2 from: <http://spartacus-educational.com/USAprohibition.htm>

Source 3 from: Sourced from: <https://www.archives.gov/education/lessons/jackie-robinson/letter-1958.html>

Source 4 from: Sourced from: https://www.nixonlibrary.gov/sites/default/files/2018-08/silentmajority_transcript.pdf



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

2 (a) Study Source 3 in the Sources Booklet before you answer this question.

Why is Source 3 valuable to the historian for an enquiry into the aims of the civil rights movement in the 1950s?

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

(8)



Option 2H.2: The USA, 1955–92: conformity and challenge**Source for use with Question 2(a).**

Source 3: From a speech made by Dr Martin Luther King Jr in support of the Montgomery Improvement Association at the Holt Street Baptist Church, Montgomery, Alabama, 5 December 1955. Five thousand people attended this meeting.

We are tired of being segregated and humiliated; tired of being kicked by the brutal feet of oppression. We have no alternative but to protest.

Let nobody compare our actions to the Ku Klux Klan. The Klan protests for the continuation of injustice; we are protesting for the birth of justice. Their methods lead to violence and lawlessness. But in our protest there will be no cross burnings. We will be guided by the highest principles of law and order and by persuasion, not brutality. Our actions must be guided by the deepest principles of our Christian faith. We must not end up hating our white brothers. 5

We are not wrong in what we are doing. If we are wrong, the Supreme Court of this nation is wrong. If we are wrong, the Constitution of the United States is wrong. If we are wrong, God Almighty is wrong. 10

Source for use with Question 2(b).

Source 4: From a news report by Bobbie Battista on Cable News Network (CNN), a national television news channel, 31 July 1998. Battista was a well-known newscaster and presenter during the 1980s and 1990s. Here she comments on MTV in the 1980s and the early 1990s.

The first song played on MTV was the Buggles' hit 'Video Killed the Radio Star'. Now, video *makes* the radio star, thanks to that fateful day in 1981, when music ventured into the realm of television, via MTV, and into the homes of millions of Americans. 15

The first videos were simple and made no money. But kids were hooked, and videos became more sophisticated. Music videos soon became the most innovative stuff on TV. Some, like A-Ha's 'Take on Me', which stepped between reality and fantasy, set new standards in special effects and animation, guaranteeing a wider audience. 20

Before long, MTV was the red-hot centre of the music business. Videos sold records, so record companies spent money to make them more stylish. Michael Jackson's \$1.5 million 'Thriller' video helped make the album the best seller of all time.

MTV's style, using hand-held cameras, had a wider impact. 'Miami Vice' became a popular TV show by adopting the look of rock videos. Soon, nearly everything on TV looked like MTV. In 1992, MTV even held a musical event, 'Rock the Vote', which introduced presidential candidates to a new generation of voters. 25



BLANK PAGE**Acknowledgements**

Source 1 from: Memoirs. The Great Depression By Herbert C. Hoover © MacMillan, 1952 1st Edition

Source 2 from: The Trojan Horse in America By Martin Dies © Dodd, Mead & Company, 1940

Source 3 from: <https://kinginstitute.stanford.edu/king-papers/documents/mia-mass-meeting-holt-street-baptist-church>

Source 4 from: <http://edition.cnn.com/SHOWBIZ/Music/9807/31/encore.mtv/index.html>



-
- 6** How significant were social welfare and employment programmes in the domestic policy of President John F. Kennedy?

(Total for Question 6 = 20 marks)



-
- 6 How significant were highway development and increased car ownership in the changing nature of urban areas in the years 1955–63?

(Total for Question 6 = 20 marks)



- 5 'The Peace Corps was the only major achievement of Kennedy's New Frontier programme.'

How far do you agree with this statement?

(Total for Question 5 = 20 marks)



-
- 6** How far do you agree that the most significant development in teenage culture, in the years 1955-63, was the growth of rock 'n' roll?

(Total for Question 6 = 20 marks)



-
- 5** 'Film and television, rather than music, were most significant in creating teenage culture in the years 1955-63.'

How far do you agree with this statement?

(Total for Question 5 = 20 marks)



Option 2H.1: The early 1960s – conformity and challenge

Study Sources 3 and 4 in the Sources Booklet before you answer this question.

- 2** How far could the historian make use of Sources 3 and 4 together to investigate the reasons behind the development of the space programme in the United States during the presidency of John F Kennedy?

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

(Total for Question 2 = 20 marks)

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

Sources for use with Question 2.

Source 3: From a speech made by President Kennedy at Rice University in Houston, Texas, 12 September 1962.

We meet in an hour of change and challenge. Advances in science are happening at a breath-taking pace, which creates new problems, dangers, costs and hardships. It is not surprising that some people want us to wait. But Houston was not built by those who waited. This country was built by those who moved forward. The exploration of space will go ahead, whether we join in or not. A nation expecting to be the leader of nations cannot stay behind in the space race.	5
We choose to go to the moon, not because it is easy, but because it's hard, because that goal will measure the best of our energies and skills, a challenge we intend to win.	10
I regard this decision as among the most important of my Presidency. The space effort has already created a great number of new companies and thousands of new, skilled jobs.	
This costs us all an enormous sum, though somewhat less than we pay as a nation for cigarettes every year. This is an act of faith and vision, for we do not now know what benefits await us.	15
Many years ago, the British explorer, George Mallory, who later died on Mount Everest, was asked why he wanted to climb it. He said, 'Because it is there.' Well, the moon is there, and we're going to reach it, so we ask God's blessing on the most hazardous adventure on which man has ever embarked.	20



Source 4: From Amitai Etzioni, *The Moon-Doggle: Domestic and International Implications of the Space Race*, published 1964. Etzioni was a professor noted for his studies of decision making in social and political institutions.

Many scientists oppose both the space race itself and the contribution to science it represents. They see it as a mere vanity project not in the national interest. They say it exploits space science at the cost of weakening our efforts in other scientific fields.

Indeed, our national space programme could be part of a balanced effort in all science and technology. But the space race is absorbing not just available dollars, but our brightest scientists. We will fall behind in other sciences because of our dedication to putting men on the moon. And, even as a status symbol, the moon is pretty lousy. 25

But the space programme is great in one way: politically. President Kennedy sought to help the poor and underprivileged, but Congress blocked him. So, he proposed a massive public works programme, cleverly disguised as patriotism. He suggested to Congress a mission involving the nation, not the poor. He tied it to competing with Russia, not slashing unemployment. He proposed spending a few billion dollars – on anything. He intended to boost the economy and to provide a higher income for all, including the poor. The trouble is that it doesn't work as intended. It employs highly skilled manpower, not those who live in poverty. The effect on the underprivileged is minimal. 30 35

BLANK PAGE

Acknowledgements

Source 1 from: <http://websupport1.citytech.cuny.edu/Faculty/pcatapano/US2/US%20Documents/Levittown%20Documents%20of%20an%20Ideal%20American%20Suburb.pdf>

Source 2 from: <http://engaginghistory.com/new-products-1/levittown-primary-source-documents-with-guiding-questions>

Source 3 from: <https://er.jsc.nasa.gov/seh/ricetalk.htm>

Source 4 from: *The Moon-Doggle: Domestic and International Implications of the Space Race* By Amitai Etzioni © Doubleday & Company, Inc, 1964



-
- 6** How accurate is it to say that President Kennedy achieved the objectives outlined in his New Frontier programme?

(Total for Question 6 = 20 marks)



-
- 6** How accurate is it to say that 'beatnik' culture provided the greatest challenge to the conformist attitudes of young people in the late 1950s?

(Total for Question 6 = 20 marks)



-
- 6** How accurate is it to say that it was music that was the most significant feature of teenage culture in the years 1955–63?

(Total for Question 6 = 20 marks)



5 How far did John F Kennedy fulfil his vision of a New Frontier for the USA?

(Total for Question 5 = 20 marks)



KEY TOPIC 2

CIVIL RIGHTS, PROTEST AND THE GREAT SOCIETY, 1963–72

18 questions in this sub-topic · 324 marks · lowest tariff first



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

2 (a) Study Source 3 in the Sources Booklet before you answer this question.

Why is Source 3 valuable to the historian for an enquiry into the origins of the counter-culture movement in the United States in the 1960s?

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

(8)



Option 2H.2: The USA, 1955–92: conformity and challenge**Source for use with Question 2a.**

Source 3: From *The Port Huron Statement*, published June 1962 by the Students for a Democratic Society, a prominent organisation in the American counter-culture movement. It was a declaration of principles composed mainly by their leader, Tom Hayden, a young journalist.

As we grew up, our comfortable lives were affected by troubling events. First, the Southern Civil Rights struggle against racial bigotry compelled most of us from silence to activism. Second, the Cold War, symbolized by the Bomb, brought awareness that we might die at any time. We began to see disturbing contradictions. The declaration 'all men are created equal*' rang hollow before the facts of Negro life. The stated peaceful intentions of the USA contradicted its economic and military involvement in the Cold War. Nuclear energy provides power for whole cities yet it seems more likely to lead to unimaginable destruction. 5

We would replace power rooted in possession and privilege, by power rooted in love and creativity. All important decision-making should be carried out by public groupings and politics should bring people out of isolation and into community. 10

*A phrase from the American Declaration of Independence

Source for use with Question 2b.

Source 4: From *Beyond Vietnam – A Time to Break Silence*, a speech by Martin Luther King on 4 April 1967. It was delivered during the Vietnam War at the Riverside Church, near the United Nations headquarters in New York City.

As I have called for ending of the destruction of Vietnam, many have questioned my wisdom. 'Why are you speaking about the war, Dr. King' 'Peace and civil rights don't mix,' they say. 'Aren't you hurting the cause of your people?' And when I hear them, I am greatly saddened, for such questions mean that the inquirers have not really known my calling. Indeed, their questions suggest that they do not know the world in which they live. 15

We have been repeatedly faced with the cruel irony of watching Negro and white boys on TV as they kill and die together for a nation that has been unable to seat them together in the same schools. For the sake of those boys, for the sake of this government, for the sake of the hundreds of thousands trembling under our violence, I cannot be silent. I knew that I could never again raise my voice against the violence of the oppressed in the ghettos without having first spoken clearly to the most violent nation in the world today – my own. I oppose the war in Vietnam because I love America. This war contradicts all that America stands for. 20 25

BLANK PAGE

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Pearson Education Ltd. will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.



2 (a) Study Source 3 in the Sources Booklet before you answer this question.

Why is Source 3 valuable to the historian for an enquiry into the growth of the women's movement in the 1960s?

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

(8)

Option 2H.2: The USA, 1955–92: conformity and challenge**Source for use with Question 2(a).**

Source 3: From *To America, Personal Reflections of an Historian* by Stephen E. Ambrose, published 2002. Ambrose was a prominent history professor. Here he is reflecting on his early married life.

In 1966 I married Moira. She worked at the hospital, but felt she could not work and raise kids as well. She met the wife of one of my students, who invited her to a consciousness-raising meeting. When Moira came home I realised that my whole life had been changed. Look at literature, entertainment, politics and see which sex takes precedence, she said. I thought, what on earth is she talking about? 5

Betty Friedan had published *The Feminine Mystique* in 1963. Moira read it more than once. Friedan wrote that the feminine role as homemaker, maintained by advertising, media and the world of education, caused uneasiness, frustration and despair among its victims. 10

For Moira, there was no bra-burning, but she wanted me to do more around the house. I continued to go out one night a week with the boys and she went to her group venting long pent-up rage. And they went to work on their husbands in order to educate them. It wasn't just older men that resisted, it was even those who regarded themselves as revolutionaries or reformers. 15

Source for use with Question 2(b).

Source 4: From *East to America: Korean-American Life Stories* by Elaine Kim and Eui-Young Yu, published 1996. Here a South Korean immigrant is describing his everyday experience in Los Angeles, California in the early 1990s.

I got a job working for a white shopkeeper in a neighbourhood where ninety per cent of the customers were black. I got into trouble when I gave away rejected cuts of meat to the customers, even though the boss couldn't sell them anyway. When I stopped doing it I was threatened and cursed by the customers. So, I thought that if I had my own store I wouldn't have to listen to this kind of complaint. 20

Many Korean store owners have been killed. I feel like this is a war zone and that my life is a battle. I am scared every day. I have been beaten, cursed and spat upon. The police arrive late, write a report and leave. In Korea I would not have to endure this kind of abuse. What future is there? American-born Koreans will face race discrimination too. I have a degree in architecture from Seoul University, but look at me now. The American Dream is unattainable. 25



BLANK PAGE

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Pearson Education Ltd. will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.



2 (a) Study Source 3 in the Sources Booklet before you answer this question.

Why is Source 3 valuable to the historian for an enquiry into reactions to student protests in the years 1963–72?

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

(8)

Option 2H.2: The USA, 1955–92: conformity and challenge**Source for use with Question 2(a).**

Source 3: From *The Report of the President's Commission on Campus Unrest*, published 26 September 1970. The Commission was established by President Nixon as an independent body of experts. Here it is reporting on the events at Kent State University, Ohio, during an anti-Vietnam War protest on 4 May 1970.

Twenty-eight guardsmen have acknowledged opening fire. Recordings indicate 61 shots, lasting 13 seconds. Two students were hit while lying face-down. Two were wounded while running away. Some were apparently hit by rebounding bullets. Four persons were killed and nine were wounded.

Guardsmen have claimed that they were facing 'an increasingly heavy bombardment of rocks' and that students rushed toward them threateningly. When an order for students to disperse was given, one, Jeffrey Miller, responded with obscene gestures at guardsmen.

5

As the shooting began, students scattered and ran. The scene was one of disorder and fright. Miller lay on the pavement, blood pouring from his mouth. The first reaction of most people in the crowd was shock, then anger. Someone called the guardsmen 'murderers'.

10

Many guardsmen suffered bruises from stones, although only one required treatment, for a panic attack.

We urge state officials to make plans for dealing with campus disorders, establishing more precise guidelines about the circumstances that justify ordering the Guard to intervene.

15



Source for use with Question 2(b).

Source 4: From an information sheet for an exhibit in the Ronald Reagan Presidential Library, published 1991. The library is dedicated to the promotion of the legacy of Ronald Reagan. Here the writer discusses the 'Just Say No' campaign by Nancy Reagan, wife of President Reagan.

Nancy Reagan had been involved in the anti-drug cause before reaching the White House. By 1982, she was campaigning energetically against drug use. A name for her cause was chosen after she met with schoolchildren in a California junior school. 'A little girl raised her hand,' she remembered, 'and said, "Mrs Reagan, what do you do if somebody offers you drugs?" And I said, "Well, you just say no."' And there the campaign slogan was born. 20

By 1988, thousands of 'Just Say No' clubs had been formed across America. The results were encouraging: cocaine use by high-school pupils dropped by one-third, the lowest rate in a decade. 25

The campaign made serious demands on Mrs Reagan's time: 110 appearances and fourteen anti-drug speeches in 1984 alone. She travelled across America in an intense effort to fight school-age drug abuse. Mrs Reagan's press secretary remembers, 'She got on an airplane and hardly ever came back to the White House. She took advantage of the media's attention on her and refocused it on a cause – one she could do something about.' 30

BLANK PAGE**Acknowledgements:**

Source 1 from: <https://www.archives.gov/files/education/lessons/images/wwii-flyer.pdf>

Source 2 from: http://c250.columbia.edu/c250_celebrates/harlem_history/randolph_p_oral_history.html

Source 3 from: The New York Times newspaper, Edward E. Ayer Collection at the Newberry Library, Berkeley, University of California

Source 4 from: <https://www.reaganlibrary.gov/exhibits/past-exhibits>



- 7 How accurate is it to say that Black Power in the USA in the period 1963–72 did more to hinder than to help the rights of African Americans?

(Total for Question 7 = 20 marks)



-
- 5** 'It was mainly the influence of the "beatnik" generation that shaped the rebellious attitudes of young people in the 1960s.'

How far do you agree with this statement?

(Total for Question 5 = 20 marks)



- 6 To what extent did President Johnson's Great Society programme improve the quality of life for poor people in America?

(Total for Question 6 = 20 marks)



- 7 How accurate is it to say that President Johnson and civil rights leaders did little that improved the lives of urban-based black Americans in the years 1964–68?

(Total for Question 7 = 20 marks)



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

Study Sources 3 and 4 in the Sources Booklet before you answer this question.

- 2** How far could the historian make use of Sources 3 and 4 together to investigate the impact of Black Power on the struggle for black American civil rights in the years 1966–72?

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

(Total for Question 2 = 20 marks)

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

Sources for use with Question 2.

Source 3: From an article by Bayard Rustin in *Commentary*, the American Jewish Committee's monthly magazine, published September 1966. Rustin was a leading advocate of non-violence and the organiser of the March on Washington in 1963. Here he is discussing Black Power.

The slogan of Black Power has aroused emotions on all sides. Many whites see it as the expression of a new racism and many Negroes take it as a warning to white people that they will no longer tolerate brutality and violence. Even within the Negro community itself, Black Power has ignited a debate which threatens to ravage the entire civil rights movement. I would contend that Black Power is harmful. It diverts the movement from a meaningful debate over strategy, isolates the Negro community, and encourages the growth of anti-Negro forces. In its most innocent form, Black Power means the effort to elect Negroes to office in proportion to their population. 5

Negroes, despite pleas from SNCC* to organise themselves into a Black Panther party, are going to stay in the Democratic party. To them it is the party of progress, the New Frontier and the Great Society, and they are right to stay. SNCC's Black Panther perspective is flawed for the obvious reason that one-tenth of the population cannot accomplish much by itself, and because such a party would remove Negroes from the main area of political struggle in this country. This is particularly true in the one-party South, where the decisive battles are fought out among Democrats. There the Voting Rights Act ensures the eventual transformation of the Democratic Party; the Negro vote will eliminate traditional Southern Democrats from Party and Congress. 10 15

*SNCC – the Student Non-violent Coordinating Committee, a civil rights pressure group

Source 4: From the *Gary Declaration*, a mission statement produced at the National Black Political Convention held in Gary, Indiana, 1972. This was the first gathering of a federation of Black Power groups known as the National Black Political Assembly.

Here at Gary, let us never forget that both Democrats and Republicans have always betrayed us whenever their interests conflicted with ours and whenever our forces were unorganised and compliant. The American political system was designed to operate for the benefit of the white race. If white 'liberalism' could have solved our problems, then Roosevelt* and Kennedy would have done so. But they did not solve ours nor the rest of the nation's. If America's problems could have been solved by forceful, politically-skilled and aggressive individuals, then Johnson would have retained the presidency. If the true 'American Way' of big-business capitalism, combined with ruthless military power could do it, then Nixon would have the answer.

None of the Democratic or Republican candidates - regardless of their vague promises to us or to their white constituencies - can solve our problems or the problems of this country without radically changing the systems by which it operates. Black Politics must accept major responsibility for creating both the atmosphere and the programme for fundamental, far-ranging change in America. Such responsibility is ours, because it is our people who are most deeply ravaged by the present systems of society and few other men really believe in the responsibility of a truly human society for anyone anywhere.

* Roosevelt - Democratic President, 1933-45

BLANK PAGE

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Pearson Education Ltd. will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.



- 7 How accurate is it to say that the aims of Cesar Chavez in securing civil rights for ethnic minorities were similar to those of Malcolm X?

(Total for Question 7 = 20 marks)



Explain what the early 1960s represented and challenge

Study Sources 3 and 4 in the Sources Booklet before you answer this question.

- 2** How far could the historian make use of Sources 3 and 4 together to investigate how President Johnson was able to persuade Congress to support his civil rights programme?

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

(Total for Question 2 = 20 marks)



2H.2: The USA, 1955–92: conformity and challenge**Sources for use with Question 2.**

Source 3: From Joseph A Califano, *The Triumph and Tragedy of Lyndon Johnson, A Personal Memoir*, published 1991. Califano was President Johnson's chief domestic policy adviser. Here he is describing Johnson's attempts in January 1965 to secure support for his Voting Rights Bill.

When civil rights legislation was pending, Johnson would make call after call, hold meetings into the night, and make a head count of supportive congressmen. He would scrutinise the tally sheet with each member's name printed on it and the columns for 'yes', 'no' and 'undecided'. It was never too late to make one more call or hold another meeting to secure an uncertain vote. 5

LBJ would sit for hours with his friend, Senate Republican Minority Leader Dirksen, seeking his support. Dirksen enjoyed drinking bourbon and Johnson matched him drink for drink. But the President's drinks had only half an ounce of liquor in them; Dirksen's had an ounce and a half.

An aide told me that he was having difficulty with a Democrat senator. The President asked the aide if the senator's mistress knew how the senator intended to vote. 'The reason the-so-and-so won't talk about his vote is his mistress,' snapped Johnson. 'He's been with the Negro woman for years.' A few minutes later, the senator got a call in the Democrat cloakroom. 'Yes, dear. Well, I didn't realise how important it was to you,' he stammered. The aide said he knew he had one more precious vote. The story reflected his awe at Johnson's vote-getting determination. 10 15

Source 4: From President Johnson's special message to Congress, 15 March 1965. He was speaking eight days after the 'Bloody Sunday' incident where Martin Luther King began his civil rights march from Selma to Montgomery, Alabama.

We are here tonight as Americans – not as Republicans or Democrats. Many of the issues of civil rights are most difficult. But about this there can be no argument: every American citizen must have an equal right to vote. There is no excuse for the denial of that right. There is no duty that weighs more heavily on us than the duty we have to ensure that right. Yet the harsh fact is that, in many places in this country, men and women are kept from voting simply because they are Negroes. Every device of which human ingenuity is capable has been used to deny this right. The Negro citizen, turning up to register, is told the day is wrong or the official is absent. And, if he persists and manages to find the registrar, he may be disqualified because he cannot recite the whole Constitution or explain the most complex provisions of state law. 20 25

This time there must be no delay, no hesitation, no compromise with our purpose. We cannot, we must not, refuse to protect the right of every American to vote in every election in which he may desire to participate. 30

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Pearson Education Ltd. will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.



-
- 6** How accurate is it to say that, in the years 1963–72, the women’s movement did more to hinder than to help the development of women’s rights in the United States?

(Total for Question 6 = 20 marks)



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

Study Sources 3 and 4 in the Sources Booklet before you answer this question.

- 2** How far could the historian make use of Sources 3 and 4 together to investigate the impact of the Vietnam War 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 2 = 20 marks)

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

Sources for use with Question 2.

Source 3: From a press conference given by George McGovern, an anti-war Democratic Party Senator, 15 June 1971. Here McGovern is describing a meeting with Daniel Ellsberg six months earlier. Ellsberg was a Defence Department official who was seeking to reveal a top-secret government survey of the Vietnam War which became known as the Pentagon Papers.

Ellsberg came to me with those papers. He had first gone to the Chairman of the Senate Foreign Relations Committee, and wanted him to publish them, but he had refused, saying it was illegal. I told Ellsberg pretty much the same thing.

I said, 'Why don't you do it?'

Ellsberg said, 'I could be prosecuted.'

5

So I said, 'Am I supposed to be prosecuted? I have been against the war. You were for the war; you were one of the creators of our policy. Why shouldn't you take the risk if you feel strongly about it? Why do you ask a U.S. senator? I'm sworn to uphold the Constitution of the United States. I've told young people who were against the war that if they can't fight, they should be prepared to go to jail. If these papers are as revealing as you say they are, then you must consider whether it is worth breaking the law to leak them to the press. If it is, then you should be prepared to go to jail.'

10

He was very disappointed and – I think – somewhat indignant that I, like the Chairman, refused to release the papers. A few days later, he released these Pentagon Papers to the *New York Times*.

15



Source 4: From the concluding judgement of Supreme Court Justice Hugo Black in the case *New York Times v. United States* (Pentagon Papers), 26 June 1971. Here he is commenting on the decision of the Court. The justices had voted 6-3 in favour of allowing the publication of the Pentagon Papers.

I support the view that the Government's case against the *New York Times* should be dismissed. The First Amendment to the Constitution gave the free press the protection it must have to fulfil its essential role in our democracy, to serve the governed, not the governors. The Government's power to censor the press was abolished because only a free press can effectively expose deception in government. The most important duty of a free press is to prevent the government from deceiving the people in the process of sending them to distant lands to die in foreign wars. 20

In my view, far from deserving condemnation for their courageous reporting of the workings of government that led to the Vietnam war, the *New York Times* should be commended for serving the purpose that the First Amendment saw so clearly. 25

We are asked by the Government to judge that, despite the First Amendment, laws restricting freedom of the press are necessary in the name of 'national security.' The Government does not even attempt to pass an act of Congress to restrict the press. Instead, it takes the dangerous view that the courts should 'make' a law restricting the freedom of the press in the name of presidential power and national security. To rule that the President has the power to halt the publication of news by using the courts would wipe out the First Amendment and destroy the fundamental liberty and security of the very people the Government hopes to make secure. 30 35



BLANK PAGE

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Pearson Education Ltd will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.



-
- 5** 'In the years 1963–72, President Johnson was the most significant individual in improving civil rights for black Americans.'

How far do you agree with this statement?

(Total for Question 5 = 20 marks)



- 7 How accurate is it to say that women in the USA improved their personal freedom in the years 1963–80?

(Total for Question 7 = 20 marks)



-
- 5** How accurate is it to say that the US Federal Government made the most significant contribution to the development of civil rights for black Americans in the years 1955–65?

(Total for Question 5 = 20 marks)



- 7 How accurate is it to say that the growth of Black Power was the main reason for the weaknesses in the civil rights movement in the years 1963–67?

(Total for Question 7 = 20 marks)



Option 2H.1: The early 1960s – conformity and challenge

Study Sources 3 and 4 in the Sources Booklet before you answer this question.

- 2** How far could the historian make use of Sources 3 and 4 together to investigate the origins of the women's movement in the early 1960s?

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

(Total for Question 2 = 20 marks)

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

Sources for use with Question 2.

Source 3: From a speech made by President John F Kennedy to Congress, 14 December 1961. In this speech, the President is announcing an Executive Order to introduce the President's Commission on the Status of Women.

If our nation is to be successful in the vital period ahead, we must rely on the skills and devotion of all our people. In every time of crisis, women have served our country in difficult and hazardous ways. They will do so now, in the home and at work.

We have not yet done enough to strengthen family life and at the same time encourage women to make their full contribution as citizens. 5

We naturally deplore those economic conditions that require women to work unless they desire to do so. The programmes of our Administration are designed to improve family incomes so that women can make their own decisions about paid work. We should not consider women to be a marginal group that is employed periodically and that is then denied the opportunity to satisfy their needs and aspirations when unemployment rises or a war ends. 10

Women have basic rights that should be respected and encouraged as part of our nation's commitment to human freedom, dignity and democracy. The President's Commission must review the progress of women in our democratic society. It must make recommendations for constructive action to advance the full partnership of men and women in our national life. 15

The Commission is to complete its work and submit its report by 1 October 1963.

Source 4: From Betty Friedan, *The Feminine Mystique*, published 1963. Friedan was a pioneer in women's rights and a co-founder of the National Organisation for Women.

The problem lay buried, unspoken. Each suburban wife struggled with it alone. As she made the beds, shopped for groceries, coped with children, lay beside her husband at night, she was afraid to ask the silent question – is this all? 20

There was no mention of this question in the millions of words written by experts who told women that their role was to seek fulfilment as wives and mothers. Experts told them how to catch a man and keep him, how to nurture children, how to bake bread, how to dress more feminine and make marriage more exciting. Women were taught to pity the unfeminine, unhappy women who wanted to be poets or physicists. They learned that truly feminine women do not want careers or higher education. All they had to do was devote their lives to finding a husband and bearing children. 25 30

Fewer women were entering professional work. The shortages in nursing, social work and teaching caused crises in almost every city. Scientists, concerned over the space race, noted that America's greatest source of unused brain-power was women. But a girl would not study physics, saying it was 'unfeminine.' All she wanted was what every other American girl wanted—to get married, have children and live in a nice house in a nice suburb. 35

We can no longer ignore that voice within women that says: 'I want something more than my husband, my children and my home.'

BLANK PAGE

Acknowledgements:

Source 1 from: <https://archive.legion.org/node/1139>

Source 2 from: <http://www.eyewitnesstohistory.com/prohibition.htm>

Source 3 from: John F. Kennedy, 1961

Source 4 from: *100 Key Documents in American Democracy*, By Peter B Levy & Betty Friedan, © Westport, CT: Greenwood, 1994



- 7 How accurate is it to say that President Johnson's Great Society programme (1964–68) improved the quality of life for poor people in America?

(Total for Question 7 = 20 marks)



KEY TOPIC 3

DISILLUSION AND CHANGE: NIXON TO CARTER, 1973–80

13 questions in this sub-topic · 224 marks · lowest tariff first



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

2 (a) Study Source 3 in the Sources Booklet before you answer this question.

Why is Source 3 valuable to the historian for an enquiry into the nature of Richard Nixon's presidential leadership?

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

(8)



Option 2H.2: The USA, 1955–92: conformity and challenge**Source for use with Question 2(a).**

Source 3: From *The Ends of Power* by H. R. Haldeman, an autobiography published in 1978. The author was White House Chief of Staff during Nixon's presidency. Here he describes the work of Chuck Colson, the Special Counsel to President Nixon, 1969–73.

Chuck Colson had become the President's personal 'hit man'. Unfortunately, he encouraged the dark impulses in Nixon's mind and acted on them instead of letting them die. Nixon, he said, was his only boss. Nixon was behind him all the way on projects ranging from his long-dreamed-of hope of catching a leading Democrat Senator in bed with a woman, to more serious business scandals. Colson had signed up ex-CIA agent, Howard Hunt, to work for him and became very secretive about his exploits in the name of Nixon. I heard of the proposed fire bombing of a politically liberal foundation in order to retrieve a document Nixon wanted. Apparently LSD* was fed to an anti-Nixon commentator before he went on television. And it was said that the offices of a newspaperman were broken into because he was supposed to have documents that revealed certain secrets about Nixon. I believe almost every member of the White House staff thought of Colson the minute they heard the news of Watergate.

* LSD= a hallucinatory drug

Source for use with Question 2(b).

Source 4: From *My Life and Times: the Story of a Kenyan-American*, the autobiography of James J. Butt, published in 2014. Butt had moved to the USA in 1969. Here he recalls witnessing a demonstration in New York on 8 May 1970.

Shortly after the Kent State shootings, anti-war protesters announced they would hold a rally near City Hall to commemorate the four dead students. At 11.55, about 200 men from the construction workers' union converged on this student rally. Nearly all of the construction workers carried American flags and signs reading 'All the way, USA,' and 'America, Love it or Leave it'. Their favourite targets were students with a hippie appearance. The union members smacked them with their hardhats, and anybody that tried to protect the students was also assaulted. The police, outnumbered, could not stop the mayhem. The construction workers even climbed to the roof of City Hall raising the American flag. Some of them invaded nearby Pace University, smashing windows with clubs and intimidating the students. Later on, the construction workers' union leader, Peter Brennan, said that the confrontation had been a spontaneous reaction by union workers who were fed up with violence and flag desecration by anti-war demonstrators. He said that messages to the union were 20–1 in favour of the workers.

BLANK PAGE

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Pearson Education Ltd. will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.



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

2 (a) Study Source 3 in the Sources Booklet before you answer this question.

Why is Source 3 valuable to the historian for an enquiry into the impact of the depiction of political and social tensions on TV in the 1970s?

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

(8)



Option 2H.2: The USA, 1955–1992: conformity and challenge**Source for use with Question 2(a).**

Source 3: From an article by Lewis Beale in *The Chicago Tribune* newspaper, published 1992. Lewis Beale was a film and TV critic known for his liberal views. Here he assesses the importance of a 1970s TV show, *Maude*.

Twenty years ago this month, the lead character on one of TV's most popular shows, *Maude* Findlay, a 47-year-old grandmother, chose to get an abortion. Today, *Maude*'s decision stands as a turning point in TV history, an event that brought the battle over choice into the prime-time arena. It was the year before *Roe v. Wade* made abortion the law of the land.

5

With its large, loud protagonist and her messy family life, *Maude* was a perfect means to explore the growing feminism of the era. *Maude*'s abortion was the first by a leading TV character. It represented a breakthrough for prime-time TV and led to enormous criticism. The first showing of *Maude's Dilemma* attracted nearly 7,000 letters of protest. By the time the shows were repeated, a campaign against them had been organized by the United States Catholic Church. Despite the protests, the shows attracted a huge audience. They were number one in their time slot, sending the series surging into the national ratings Top Ten.

10

Source for use with Question 2(b).

Source 4: From a Senate floor speech made by Senator Edward M. Kennedy, 1 July 1987. He was the most politically-influential surviving member of the Kennedy family and represented the liberal wing of the Democrat Party. Here he responds to President Reagan's announcement of his nomination of the conservative, Robert Bork, to the Supreme Court.

Mr. President, I oppose the nomination of Robert Bork to the Supreme Court, and I urge the Senate to reject it. Robert Bork's America is a land in which women would be forced into back-alley abortions and blacks would sit at segregated lunch counters. Unauthorised police could break down citizens' doors. Schoolchildren could not be taught about evolution; writers and artists would be censored by government. Millions of people would be denied access to the federal courts. These courts are often the only protectors of the individual rights that are the heart of our democracy. In the current delicate balance of the Supreme Court, Bork's conservative views will tip the scales of justice against the kind of country America is and ought to be.

15

20

President Reagan is still our President. But he should not be able to impose his conservative vision of the Constitution on the Supreme Court and on the next generation of Americans.

25

BLANK PAGE

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Pearson Education Ltd will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.



2 (a) Study Source 3 in the Sources Booklet before you answer this question.

Why is Source 3 valuable to the historian for an enquiry into the difficulties faced by President Carter in dealing with America's economic problems?

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

(8)

Option 2H.2: The USA, 1955–92: conformity and challenge**Source for use with Question 2(a).**

Source 3: From the 1980 televised presidential election debate between President Jimmy Carter and his Republican opponent, Ronald Reagan. Here Harry Ellis, a member of a panel of prominent journalists, is posing a question to both candidates.

Mr Ellis: Mr President, when you were elected in 1976, inflation was 4.8 per cent. It is now more than 12 per cent. A part of this increase was due to external factors beyond US control, notably the more than doubling of oil prices by OPEC* last year. Can inflation be controlled? If so, what measures would you pursue in a second term?

5

President Carter: It's important to put the situation into perspective. In 1974, we had the worst recession since the Second World War. The way forward includes a new energy policy based on two factors. Firstly, conservation, which requires greater public sacrifice, and secondly, to increase production of American energy. We've had more oil and gas wells drilled this year than ever.

10

Mr Ellis: Governor Reagan, same question?

Governor Reagan: President Carter has blamed previous governments, he's blamed OPEC and he's blamed the lack of sacrifice of the American people. We have inflation because of his Government.

*OPEC – the Organisation of the Petroleum Exporting Countries



Source for use with Question 2(b).

Source 4: From a memoir by Todd Gitlin, *The Sixties: Years of Hope, Days of Rage*, published 1987. In the 1960s, Gitlin was president of the Students for a Democratic Society (SDS), a national student protest organisation, and later became a professor of sociology. Here he describes the student movement in 1968.

1968 was a truly momentous year. The SDS founder, Tom Hayden, noted that two events destroyed moderate peaceful protest. 15

On 4 April, Martin Luther King was assassinated. That night, eighty riots broke out across America. Federal troops were sent to many cities. Chicago's mayor ordered the police to shoot to kill arsonists and injure looters. For liberals, even for many black extremists, King was the last black hope. When he was murdered, it seemed that non-violence went to the grave with him and the student movement was 'free at last' from restraint. 20

The student movement, although in shock, found fresh inspiration. Nineteen days after King's assassination came the student occupation of buildings at Columbia University in New York City. They protested over the university's sponsorship of military research and the building of a gymnasium on land where a poor black community was located. The authorities did not give in. More than 1000 police conquered the occupation; their brutality in attacking the students was unrestrained. Student opinion across the country turned decisively as moderate thinking ended. All that mattered was to build a base for the coming revolution. 25 30

Acknowledgements:

Source 1 from: *The Roosevelt I Knew*, By Frances Perkins, © Hammond, Hammond and Co, 1947

Source 2 from: <https://spartacus-educational.com/USAmaltz.htm>

Source 3 from: <https://www.reaganlibrary.gov/archives/speech/1980-ronald-reagan-and-jimmycarter-presidential-debate>

Source 4 from: *The Sixties Years of Hope, Days of Rage*, By Todd Gitlin, © Bantam Books, 1993



- 8 How accurate is it to say that, in the USA, supporters of both feminism and gay rights made progress in achieving their aims in the years 1966–1992?

(Total for Question 8 = 20 marks)



- 8 How significant was environmentalism in promoting political controversy during the presidencies of Ford and Carter?

(Total for Question 8 = 20 marks)



- 8 How far do you agree that the impact of the Watergate scandal undermined the power of the presidency in the years 1973–80?

(Total for Question 8 = 20 marks)



- 6 How accurate is it to say that the style of leadership of US presidents changed significantly in the years 1973–80?

(Total for Question 6 = 20 marks)



- 7 To what extent did Red Power improve Native American rights in the United States in the years 1973–80?

(Total for Question 7 = 20 marks)



-
- 5** 'The Iranian hostage crisis was the most fundamental factor behind the declining support for Jimmy Carter during his presidency.'

How far do you agree with this statement?

(Total for Question 5 = 20 marks)



Opportunity and challenge

Study Sources 3 and 4 in the Sources Booklet before you answer this question.

- 2** How far could the historian make use of Sources 3 and 4 together to investigate the reasons for President Nixon's decision to resign the presidency?

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

(Total for Question 2 = 20 marks)

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

Sources for use with Question 2.

Source 3: From an account given by Stephen Hess to an American news magazine, published 2007. Hess served as a Republican member of the White House staff in the years 1969–72. Here he recalls the debate within the Republican Party about events leading to President Nixon's resignation.

In a 1973 interview, Senator Barry Goldwater, a former Republican presidential candidate, said, 'If it can be proved that Nixon lied, resignation would have to be considered. It would be quick. It wouldn't drag out like impeachment.'

It took some time before Goldwater saw the need for the President to leave. Yet it became clear that Nixon was a lost cause. On 27 July 1974, the House Judiciary Committee passed its first article of impeachment.

5

Under pressure from the Supreme Court, the White House released the transcript of the 'smoking gun' tape – conversations recorded just days after the Watergate burglary that made clear that Nixon had tried to cover up the bugging attempt.

10

On 6 August 1974, at the regular Senate Republican lunch, Goldwater said angrily: 'There are only so many lies you can take, and there has been one too many. Nixon should get his backside out of the White House – today!'

Goldwater told a White House adviser to inform Nixon that many Republican senators wanted Nixon's resignation. Nixon agreed to meet Goldwater and Republican Senate leader, Hugh Scott.

15

'There's only 15 senators supporting you,' Goldwater said. Nixon asked Scott for his views. 'I think 12 to 15,' said Scott, who had previously defended Nixon on the basis of an edited transcript of a Watergate tape that had been shown to him privately.

20

Nixon's career was made by Congress. The folks who came and told him that he had to leave were the same folks who, in a sense, made him.



Source 4: From *The Memoirs of Richard Nixon*, published 1978. Here Nixon comments on his decision made on 8 August 1974 to resign the presidency.

Over the past months, I had discussed resignation with my family and advisers. I had rejected it. I believed that my resignation under pressure would change our whole form of government. Once one president had been forced to resign, opponents of future presidents would have formidable new power. Congress, confronted with a president it did not like, could block his policies. Then, when the country was fed up with the resulting stalemate, Congress could claim it would be better for America if the president resigned. And Nixon would be cited as the justification! 25 30

My impeachment would not be decided on the basis of law. It would be based on a series of speeches that would persuade the public that I had to be removed. As well as the political opposition, there was also the enemy within: the tapes. The biggest danger I saw was that the Special Prosecutor would begin requesting more and more tapes. 35

I called my Press Secretary, Ron Ziegler, for an account of the morning news. He said that the 23 June tape was damning and reckoned Congress would vote to convict me. So, I had no choice. Ziegler came over to discuss my resignation speech.

BLANK PAGE

Acknowledgements:

Source 1 from: *Children of the Great Depression* By Russell Freedman © Clarion Books, 2005

Source 2 from: <http://historymuse.net/readings/womenonbreadline.html>

Source 3 from: <https://www.politico.com/story/2007/02/when-the-gop-torpedoed-nixon-002680>
<https://www.politico.com/news/magazine/2020/01/22/trump-impeachment-watergate-barry-goldwater-101836>

Source 4 from: *The Memoirs of Richard Nixon* By Grosset & Dunlap, 1979



-
- 5** 'The influence of television companies was the most significant feature that increased the popularity of sports in the years 1973–80.'

How far do you agree with this statement?

(Total for Question 5 = 20 marks)



- 8 How accurate is it to say that the Iran hostage crisis was the main reason for Jimmy Carter losing support during his presidency?

(Total for Question 8 = 20 marks)



Explain what the early 1970s represented for conformity and challenge.

Study Sources 3 and 4 in the Sources Booklet before you answer this question.

- 2** How far could the historian make use of Sources 3 and 4 together to investigate the political impact of environmental issues during the Carter Presidency?

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

(Total for Question 2 = 20 marks)

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

Sources for use with Question 2.

Source 3: From a message to Congress by President Carter, 23 May 1977.

Here the President is announcing an increase in funding and action to support environmental protection.

We are bringing together a great variety of environmental programmes to preserve America's wilderness, wildlife and natural resources. My proposals deal particularly with the effects of pollution, toxic chemicals and the damage caused by the demand for energy.

The presence of toxic chemicals in our environment is one of the grimmest discoveries of the industrial era. Rather than coping with these hazards after they have escaped into our environment, our primary objective must be to prevent them from entering the environment at all. 5

At least a dozen major federal laws address these environmental problems in various ways. After the introduction last year of the Toxic Substances Control Act, no further comprehensive federal legislation should be necessary. Now we must begin a coordinated federal effort to exclude these chemicals from our environment. The Act enables the Federal Government, for the first time, to gather information on chemical substances to determine their potential for damaging human health and the environment, and to control these substances where necessary to protect the public. To implement this important Act, I have provided the Environmental Protection Agency with a budget that is three times greater than the previous Republican budget. 10 15

I have instructed the Agency to give its highest priority to developing standards to control toxic pollutants. My Administration will permit the Agency to move more decisively against the discharge of chemicals potentially injurious to human health, especially those containing potential cancer-causing toxins. 20

Source 4: From an article by Michael H Brown, 'Love Canal and the Poisoning of America', in *The Atlantic* magazine, published December 1979. *The Atlantic* was a monthly magazine with a stated mission to pursue truth and to challenge complacency in American life and institutions.

Many who live in Niagara Falls City, New York state, work at the Hooker Chemical Company. In 1977, few were aware that the local canal was a burial ground for toxic waste. 25

We now know that the barrels the company had dumped contained a mix of compounds of truly remarkable toxicity. They contained solvents that damage the heart and liver, and cancer-causing residues from pesticides.

The city council, I was assured, was planning a clean-up programme. No one could agree on who should pay. The city may have feared antagonising Hooker, especially as the company provided desperately-needed employment to an economically depressed area. 30

The Federal Government remained almost inactive. The US Environmental Protection Agency conducted tests but made no public announcement about the hazard. Officials appeared to hide the results until they could agree on how to present them. Results revealed birth deformities, and residents suffered an abnormal number of kidney and bladder problems, but officials characterised residents as hypochondriacs*. Residents burned an effigy of the health commissioner, sent letters to the White House and held vigils, but without result. The Federal Government was clearly not planning to come to their rescue. Some residents still hoped that, miraculously, a government agency would rehouse them. All of them looked at their bodies for signs of cancer and watched with anxiety as each baby arrived. 35 40

* hypochondriacs – people who worry excessively about their health without justification



BLANK PAGE**Acknowledgements:**

Source 1 from: <https://georgiajourneys.kennesaw.edu/items/show/431>

Source 2 from: <https://www.jstor.org/stable/799099>

Source 3 from: <https://www.presidency.ucsb.edu/documents/the-environment-message-the-congress>

Source 4 from: <https://www.theatlantic.com/magazine/archive/1979/12/love-canal-and-the-poisoning-of-america/376297/>



KEY TOPIC 4

THE REAGAN ERA AND ITS DIVISIONS, 1981–92

10 questions in this sub-topic · 200 marks · lowest tariff first



Explain what the early 1980s represented and challenge

Study Sources 3 and 4 in the Sources Booklet before you answer this question.

- 2** How far could the historian make use of Sources 3 and 4 together to investigate the impact of the Reagan Presidency on the size of the federal government budget deficit?

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

(Total for Question 2 = 20 marks)



Option 2H.2: The USA, 1955– 92: conformity and challenge**Sources for use with Question 2.**

Source 3: From Jerry Hagstrom, *Beyond Reagan – The New Landscape of American Politics*, published 1988. Hagstrom was a political journalist. Here he is commenting on President Reagan's economic policies.

On the economic front, the 1980s do belong to Reagan. Tax cuts, tax reform and a defence build-up is what the conservative president wanted, and that's what he got. But these policies led the budget in opposite directions. Reagan kept government from interfering with business in order to lower the deficit. When an international over-production in grain caused prices to plummet, Reagan tried to get the government out of agriculture – a move that was stopped by both Democrat and Republican members of Congress. 5

Reagan's pure free market face had a blemish: defence spending. The administration's historic peacetime defence build-up performed like a Democrat tool of industrial planning, overwhelmed his desire for a balanced budget and skewed investment toward military production. 10

Whether they admitted it or not, defence spending turned the Reaganites into economic activists who vastly increased federal government expenditure. The defence budget played a role in reversing the 1982-83 recession in many ways similar to previous Democrat schemes to spend their way out of an economic downturn. 15

Source 4: From a memo written by Murray N. Rothbard to students of Mises Institute Business School, Alabama 1987. Rothbard was a free market economist and academic. Here he is commenting on President Reagan's economic policies.

The Myths of Reaganomics

One of the most curious sights has been to see the Reaganites completely change their tune. At the beginning of the Reagan administration, the conservative Republicans in the House of Representatives were convinced that deficits would disappear immediately. They received a terrific shock when they were asked by Reagan to vote for the usual annual increase in the statutory debt limit. These Republicans, some literally with tears in their eyes, protested that never in their lives had they voted for an increase, but they were doing it just this once because they 'trusted Ronald Reagan' to balance the budget from then on. The rest, alas, is history, and they never saw fit to cry again. Instead, they found themselves adjusting rather easily to the new era of huge permanent deficits. 20 25

One way in which Reagan has tried to seize the moral high ground is to move his speech-making away from reality even more sharply than usual. Thus, the proposer of the biggest deficits in American history has been calling strongly for a Constitutional amendment to require a balanced budget, trying to make Congress take the blame for our deficit economy. Reagan's words have been calling for reductions in government expenditure; his actions have been precisely the reverse. 30 35



BLANK PAGE

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Pearson Education Ltd. will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.



- 6 'Campaigns for traditional values were most responsible for political divisions in the USA in the years 1981-92.'

How far do you agree with this statement?

(Total for Question 6 = 20 marks)



- 8 How accurate is it to say that President Reagan's economic policies damaged, rather than improved, the US economy in the years 1981–92?

(Total for Question 8 = 20 marks)



Q6

6 'The years 1981–92 were a time of deterioration in racial tolerance and integration.'

How far do you agree with this statement?

(Total for Question 6 = 20 marks)



- 6 'The most significant impact of the AIDS crisis on US society, in the years 1981–92, was an increase in discrimination against the gay community.'

How far do you agree with this statement?

(Total for Question 6 = 20 marks)



- 8 To what extent were President Reagan's economic policies successful in the years 1981–88?

(Total for Question 8 = 20 marks)



- 6 'In the years 1981–92, it was film, rather than television, that was more prominent in highlighting controversial social issues in the USA.'

How far do you agree with this statement?

(Total for Question 6 = 20 marks)



- 8 How significant were campaigns for traditional values in causing the political divisions evident in the USA in the years 1981–92?

(Total for Question 8 = 20 marks)



- 6 How far do you agree that campaigns for traditional values were most responsible for divisions in American society in the years 1981–92?

(Total for Question 6 = 20 marks)



- 6 'In the years 1980–92, it was the role of television that brought about the most significant changes in youth culture.'

How far do you agree with this statement?

(Total for Question 6 = 20 marks)



MARK SCHEMES

official Pearson Edexcel mark schemes



Question	Indicative content
2(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 attitudes towards civil rights in the late 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 southern governors were actively involved in obstructing civil rights for black Americans ('Your own experience with Governor Faubus is proof of...the obstruction by segregationists') - It suggests that Eisenhower is being deliberately obstructive in using delaying tactics to prevent the implementation of civil rights ('Oh no! Not again'.) - It implies that the President's perceived attitude is crucial to secure civil rights for black Americans ('more of the actions you took ... would let it be known that America is determined to provide freedoms'). - The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: - Jackie Robinson was a sporting icon among black Americans and one of the few working at a high level in the white man's world. As such his opinions may have carried weight in influencing the President - It aims to persuade, making a case through argument and reference to the US Constitution, as well as through evidence from Eisenhower's previous record - The source is part of a private letter, written without expectation of publication, and so could be expected not to be affected by the expectation of publication. - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: - Eisenhower's response to southern governors' attitudes towards black American civil rights had been affected by accusations from Cold War opponents of the US that their racist attitudes meant free-world democracy was a sham

- | | |
|--|---|
| | <ul style="list-style-type: none">• The President had shown a positive attitude towards civil rights when he deployed troops in support of the right of black pupils to attend Little Rock High School, Arkansas• Eisenhower's call for patience was a reference to southern fears that the widespread integration of public education would lead to public disorder and to an extremist white backlash by citizens' councils and klansmen• Southern politicians had published the Southern Manifesto opposing integration and other Supreme Court judgements favouring civil rights. |
|--|---|

Question	Indicative content
2(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 the importance of the 'silent majority' to the American war effort in Vietnam in the years 1968-72. - 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 President and commander-in-chief of the US armed forces, Nixon is in a good position to persuade his audience of the importance of their support for a new plan of campaign in Vietnam - Nixon seeks to justify his own actions through a nationwide broadcast, without contradiction, so the 'silent majority' to whom he appeals might not be as great as he cites - The broadcast aims to persuade a perceived constituency of support of their importance, through argument by reference to the strengths of a free society and by evidence of damage caused by others who threaten it. - The evidence could be assessed in terms of giving weight to the following points of information and inferences: - It suggests that the 'silent majority' holds the key to silencing opposition to government policy on the Vietnam War ('the great silent majority of my fellow Americans - I ask for your support') - It implies that Nixon sees it as his duty to seek the support of the 'silent majority' in order to stamp out opposition ('I would be untrue to my oath of office... if I allowed the policy of this Nation to be dictated by the minority...') - It claims that without the influence of the 'silent majority' America will lose the Vietnam War, defeated by its own people ('North Vietnam cannot defeat the United States. Only Americans can do that.'). - 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: - Nixon's appeal is to those he perceived had been responsible for his election victory a year previously, a powerful constituency - A virtual state of war in US cities over opposition to the war in Vietnam had encouraged the North Vietnamese government to stay away from peace talks. A vocal minority was having a disproportionate effect



	• Nixon had pledged to 'Vietnamise' the war, a policy popular with increasing numbers of Americans appalled by war casualties and deaths • A number of American people to whom Nixon appealed saw the anti-war demonstrators as unpatriotic.
--	--

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



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 or confirm matters of detail. • Evaluation of the source material is related to the specified enquiry and with some substantiation for assertions of value. The concept of utility is addressed mainly by noting aspects of source provenance and may be based on questionable assumptions.
----------	------------	---



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 how significant social welfare and employment programmes were in the domestic policy of President John F. Kennedy. Arguments and evidence that social welfare and employment programmes were a significant feature should be analysed and evaluated. Relevant points may include: • Social welfare was promoted in the Rust Belt with programmes such as the Area Redevelopment Act which gave financial assistance to Appalachia's structurally unemployed • Social welfare was encouraged by Kennedy's Keynesian programmes: food stamps for low-income Americans; social security benefits and food distribution to the poor increased; free school lunches • In employment, Executive Order 10925 required affirmative action by government contractors for applicants and employees and established the President's Committee on Equal Employment Opportunity • The Presidential Commission on the Status of Women investigated education, income and workplace issues of women. The Equal Pay Act partly closed the wage gap based on sex. This supported women's employment. Arguments and evidence that social welfare and employment in Kennedy's domestic policy was not especially significant/other programmes were more significant should be analysed and evaluated. Relevant points may include: • Kennedy had a pro-business reputation and sponsored policies such as tax cuts and low inflation that hindered social welfare and employment programmes • The Area Redevelopment Act was disappointing in outcome, with many miners reluctant to move to new locations to work in modern light industries • Congress was controlled by a conservative coalition of Republicans and southern Democrats. Kennedy saw his limitations and compromised on the extent of social welfare spending • Other programmes in JFK's 'New Frontier' domestic programme were more significant, such as the Peace Corps, environmentalism and eventually civil rights. Other relevant material must be credited.



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 whether highway development and increased car ownership were significant in the changing nature of urban areas in the years 1955-63. Arguments and evidence that highway development and increased car ownership were significant factors should be analysed and evaluated. Relevant points may include: • The growth in car ownership meant that people could move to the suburbs but still work in the inner city, increasing urban residential development • A combination of highway building and increased use of cars meant that many out-of-town shopping malls developed around the outskirts of urban areas • Increased car ownership brought new services to suburbia, such as automobile retail and maintenance, motels and drive-in movie theatres, which stimulated new residential growth for employees in those services • Big-city suburban sprawl was increasingly a feature in areas beyond where it already existed in the industrial north east, as highway construction took many new car owners to the 'Sunbelt'. Arguments and evidence that highway development and increased car ownership were <i>not</i> significant factors, or that other factors were more significant, should be analysed and evaluated. Relevant points may include: • The development of highways was mainly concentrated on large interstate projects which bypassed cities and suburbia • A very important feature in changing the pattern of suburbia was the development of Levittowns, which were new settlements where cheap land and mass construction made it cost-effective to live without a car • Levittown developers encouraged the building of schools, sports fields, community projects and small retail outlets, which changed the structure of suburban building and architecture • Developments in the suburbs were fuelled by cheap home loans from the Federal Housing Administration. As home ownership became the norm millions moved to the suburbs, transforming residential patterns • A pivotal feature in suburban settlement was the new job opportunities created as a result of federal government policy, often linked to science, the military-industrial complex or white-collar professional and technical work. Other relevant material must be credited.

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 the Peace Corps was the only major achievement of Kennedy's New Frontier programme. Arguments and evidence that the Peace Corps <i>was</i> a major achievement or that there were <i>no</i> other major achievements, should be analysed and evaluated. Relevant points may include: • Supporters of the Peace Corps saw it as a great and lasting achievement, altruistically reaching out to the developing world, raising living standards and the quality of agricultural production • Area development in Appalachia was not a great achievement. Workers in the declining rust-belt industries were reluctant to move to the new light industrial estates set up for the purpose of regeneration • Much of Kennedy's legislative programme, such as tax reform, federal aid to education and health insurance never made it beyond congressional committees • Kennedy's record in civil rights was modest. He proceeded slowly in the face of the growing civil rights movement and no major act became law despite the perception that this was an area he wished to support • Kennedy's attempt to increase the minimum wage or grant equal pay was severely curtailed by Southern Democrats, who ensured that many groups were excluded, including a high proportion of black Americans and women. Arguments and evidence that the Peace Corps <i>was not</i> a major achievement, or that there <i>were</i> other major achievements, should be analysed and evaluated. Relevant points may include: • Critics saw the Peace Corps as an extension of 'Yankee imperialism' or a secret tool of the CIA • Ex-Peace Corps volunteers spoke out about having survived rape and other forms of sexual assault while assigned overseas. They said the agency ignored their concerns for safety or requests for relocation • About 26,000 new jobs were created by the Area Development Act 1961 so it was a success in tackling economic downturn in one of the most deprived parts of the country • Kennedy achieved success with the Manpower Development and Training Act 1962 and the Housing Act 1961 supporting poorer workers and families • Kennedy used executive orders to circumvent opposition to his programme in Congress. These gave support to education at all levels and to equal opportunities in employment • Kennedy's programme included significant developments in supporting the environment, e.g. the Clean Air Act 1963 • The Equal Pay Act 1963 was a significant contribution to women's rights, despite its lack of enforcement powers. Other relevant material must be credited.



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 about whether the most significant development in teenage culture in the years 1955–63 was the growth of rock 'n' roll. Arguments and evidence that rock 'n' roll was the most significant development in teenage culture should be analysed and evaluated. Relevant points may include: • As it stood in marked contrast to music before Bill Haley and the Comets, rock 'n' roll is the art form most closely associated with the distinctly changed teenage culture of this period • Teenage culture became much more prominent with the development of rock 'n' roll through the dominance of Elvis Presley • Rock 'n' roll made a greater impression with teens than television, which mostly ignored youth culture and instead reinforced the image that suburbia and the American way were based on domestic tranquillity and conformity • Rock 'n' roll caused important changes in older teenagers. College students found a new musical style to highlight their confrontation with adults who ruled their homes, their schools and their nation. Arguments and evidence that rock 'n' roll was not the most significant development in teenage culture in these years, and that other features were more important, should be analysed and evaluated. Relevant points may include: • Rock 'n' roll was a transitory phenomenon and was not an important lasting development. Even by 1963 teenagers were turning to new forms of music to inspire changes in their culture, such as Motown • A very important development in teenage culture in this period was the growing disrespect of adults, popularised in the movies, e.g. James Dean in <i>Rebel Without a Cause</i> • Increased affluence linked to improved access to electronic media was significant in changing teenage culture • The 'beatnik' was an alternative icon of teenage culture. The beats influenced the greatest developments through their experiments with drugs and rejection of the affluent society and the arms race. Other relevant material must be credited.

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 film and television, rather than music, were most significant in creating teenage culture in the years 1955–63. Arguments and evidence that film and television, rather than music, were the greatest cause of teenage culture in these years, should be analysed and evaluated. Relevant points may include: • Television documentaries often portrayed teenagers as 'juvenile delinquents', roaming inner cities in gangs encouraging violence. This made teenagers resentful and actually encouraged some towards a rebellious culture • Films such as 'Rebel Without a Cause' (1955), starring the iconic James Dean as a moody youth, dealt with teenage alienation and encouraged teenagers to play up to the stereotype • 'The Blackboard Jungle' (1955) has been seen as a film marking the start of a visible teenage cultural identity in the late 1950s and 1960s • Parents claimed television took teenagers away from schoolwork, destroyed the natural maturation process and caused a loss of innocence, introducing them to subversive representations of the world they were to rebel against. Arguments and evidence that music, rather than film and television, was most significant in creating teenage culture in these years should be analysed and evaluated. Relevant points may include: • Music has at least as great a claim to the invention of a new teenage culture in these years. The musical 'West Side Story' (1957) had just as great an influence on teenage gang culture as the film of the same name (1961) • It was the music in 'The Blackboard Jungle' that really captured the phenomenon of teenage rebellion and encouraged a cultural following for rock'n'roll • Teenage culture was most associated with rock'n'roll music, especially in the guise of Elvis Presley • Adults went to greater extremes reacting to music than to film and television, trying to ban rock'n'roll music from radio stations because they were frightened of their children acting and dressing as those musicians • While popular music offered youth culture an expression of their feelings, television in the same period steered clear of developments in youth culture, instead reinforcing stereotypes about conformist suburbia. Other relevant material must be credited.

Question	Indicative content
2	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 reasons behind the development of the space programme in the United States during the presidency of John F Kennedy. Source 3 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 speech by the President is to rally the American people behind a quest to confirm the USA as the leading nation in the world, as well as providing a pitch intended to generate excitement among youth • The purpose of the speech was to announce a policy that he hoped would grow new technologies and stimulate the economy • Kennedy probably chose to announce his quest for a man on the moon to a university audience in order to seek a rapport with US youth, cementing his popularity as a young and dynamic leader, the 'space president'. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences on the reasons behind the development of the space programme in the United States during the presidency of John F Kennedy: • It states that the USA must stay ahead in the space race in order to remain a superpower ('A nation expecting to be the leader of nations cannot stay behind in the space race.') • It implies that the space programme is worthwhile for its own sake, in order to test the nation's vigour and scientific competence ('...that goal will measure the best of our energies and skills.') • It suggests that Kennedy believed that the space programme was bringing in a new era of technology, creating new industries that would stimulate the economy ('...new companies and thousands of new, skilled jobs.') • It states that space exploration is a noble cause for which God will bless America ('...God's blessing on the most hazardous adventure on which man has ever embarked.'). 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 USSR had stolen a march on the USA in the Cold War by launching satellites and putting the first man in space. Thus, the Cold War is the primary contextual lens through which many viewed Kennedy's speech

Question	Indicative content
	- On 25 May 1961, President Kennedy had announced before a special joint session of Congress the dramatic and ambitious goal of sending an American safely to the moon before the end of the decade - The speech came ahead of the midterm elections the following November, during a time when the USA was celebrating major space feats; Kennedy came to the home of space missions to 'join the party' and campaign - In a speech to the U.N. General Assembly in September 1963, Kennedy suggested that the USA and USSR could work together to reach the moon. Source 4 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 a professor specialising in political decision making, Etzioni was in a good position to gauge the publicly-unstated reasons behind the development of the space programme - The writer is suspicious about the motives behind the space programme, so his assessment of the reasons for it is partial, finding them either wholly unconvincing or not fit for their intended purpose - The tone of the source is hostile, aiming to put a negative spin on reasons for the space programme. The references to 'vanity project' and 'pretty lousy' suggest the author's critical stance. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about reasons behind the development of the space programme in the United States during the presidency of John F Kennedy: - It suggests that the reason for the development of the space programme was to massage the collective ego of the nation ('vanity project...', 'status symbol...') - It suggests that Kennedy's stated reasons for the space programme were essentially dishonest as the real reason was to introduce 'patriotism' as a way to find an answer to Congress thwarting his policies in other areas - It claims that Kennedy had ulterior motives: to use the space programme as a cover for a wider stimulus to the economy in order to help the underprivileged ('...spending a few billion dollars... including the poor.'). 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: - Partly as a result of efforts to pump money into domestic and military spending, the recession had faded by the end of Kennedy's first year in office. He thought the space programme could build on this success

Question	Indicative content
	- Lacking congressional support, even in his own party, JFK's liberal programmes for the poor met resistance that he needed to find ways to circumvent, e.g. federal spending to provide jobs on space exploration - Kennedy came to have second thoughts on the Apollo Moon programme as costs rose, budgets exploded and the scientific value of a moon mission came into question. Sources 3 and 4 The following points could be made about the sources in combination: - Both sources agree that the space programme exploited patriotism - There are contrasting views about the motives behind the space programme, with Source 3 claiming a noble vision, and Source 4 emphasising the possibility of hidden motives to help the poor - While both sources agree that the space programme was a divisive issue for the US political system, there is a clear contrast in emphasis: Source 4 targets damage inherent in Kennedy's reasons for it to a greater extent.

Section B: indicative content

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



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 about how accurate it is to say that President Kennedy achieved the objectives outlined in his New Frontier programme. Arguments and evidence that Kennedy achieved the objectives outlined in his New Frontier programme should be analysed and evaluated. Relevant points may include: • Many young Americans responded to Kennedy's objectives in asking 'what you can do for your country' by joining the newly-formed Peace Corps • Kennedy's New Frontier objectives in space challenged the American people and government to reach the Moon – in 1961, the first American went into space and, in 1962, the first American orbited the Earth • Objectives to improve social justice were met, e.g. Kennedy signed legislation that raised the minimum wage and increased social security benefits • Kennedy fulfilled an objective to help to alleviate rural poverty, e.g. he allocated funds to impoverished rural areas for projects such as expansion of rural electrification and soil conservation • Kennedy's New Frontier objectives included improved civil rights for black Americans, which he fulfilled by successfully challenging Southern state obstructionism in higher education and interstate transportation. Arguments and evidence that President Kennedy failed to achieve the objectives outlined in his New Frontier programme should be analysed and evaluated. Relevant points may include: • Kennedy became preoccupied by Cold War concerns from an early stage in his presidency, which took away time and revenue from his New Frontier domestic programme, which meant its objectives could not be fully met • Objectives to achieve improvements to elementary and secondary schools were rejected by Congress • Plans to provide health insurance objectives for the elderly failed because Congress refused the funds. Other relevant material must be credited.

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 about whether it was 'beatnik' culture that provided the greatest challenge to the conformist attitudes of young people in the late 1950s. Arguments and evidence that 'beatnik' culture provided the greatest challenge to the conformist attitudes of young people in these years should be analysed and evaluated. Relevant points may include: • Young people in the late 1950s did not invent a nonconformist culture from scratch. The Beats were the main channel, challenging the affluent society's claims that its social arrangements supported the human spirit • Through meditation and drugs, the Beats were adept at turning established values against the society that enshrined them. Kerouac paved the way for future rebellion in 'On the Road' (1955) • What sounded appalling to mainstream reviewers about Allen Ginsberg's 'Howl' against affluent complacency made him sound appealing to rebellious youngsters, paving the way for unconventional ecological and spiritual ideas • From 1958, the terms 'Beat Generation' and 'Beat' were stereotypes. The Beats' anti-materialism and soul-searching challenged musicians they viewed as conformist, such as Dylan, to define nonconforming attitudes. Arguments and evidence that other factors provided the greatest challenge to the conformist attitudes of young people in these years should be analysed and evaluated. Relevant points may include: • The Beats didn't want to challenge youth society as much as to leave it. They were a small minority, certainly not more important as representatives of the nonconformist attitudes of youth in the late 1950s than many other groups • Unlike the anti-materialism of the Beats, global issues like the shadow of The Bomb were the first defining challenge for the post-war younger generation • Existentialism, as displayed by Norman Mailer in <i>The Village Voice</i> and by the rebels in James Dean's films, was influential in challenging conformist youth attitudes • When Elvis Presley came along, it was rock 'n' roll rather than the Beats that challenged conformity by naming and exemplifying a nonconformist generation. Other relevant material must be credited.

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 about whether it was music that was the most significant feature of teenage culture in the years 1955-63. Arguments and evidence that music was the most significant feature of teenage culture in these years should be analysed and evaluated. Relevant points may include: • Music has a claim to the invention of a new teenage culture in these years. The musical <i>West Side Story</i> (1957) had a great influence on teenage gang culture • It was the music in <i>The Blackboard Jungle</i> that really captured the phenomenon of teenage rebellion and encouraged a cultural following for rock'n'roll • Teenage culture was most associated with rock'n'roll music, especially in the guise of (e.g.) Bill Haley, Jerry Lee Lewis, Little Richard, Buddy Holly and Elvis Presley • Adults went to great extremes reacting to music, trying to ban rock'n'roll music from radio stations because they were frightened of their children acting and dressing as those musicians, indicating the central role of music. Arguments and evidence that challenge the view that music was the most significant feature of teenage culture in these years should be analysed and evaluated. Relevant points may include: • Many young people in the late 1950s did not derive a nonconformist culture from music. The Beats were the main channel, challenging the affluent society's claims that its social arrangements supported the human spirit • Through meditation and drugs, the Beats were adept at turning established values against the society that enshrined them. Kerouac paved the way for a new teenage culture of rebellion in <i>On the Road</i> (1955) • Global issues, like the shadow of The Bomb, were the first defining challenge for the post-war younger generation that developed an anti-nuclear culture among America's teenagers • What sounded appalling to mainstream reviewers about Allen Ginsberg's <i>Howl</i> against affluent complacency made him sound appealing to rebellious youngsters, paving the way for unconventional ecological and spiritual ideas. Other relevant material must be credited.

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 far John F Kennedy fulfilled his vision of a New Frontier for the USA.

Arguments and evidence that John F Kennedy fulfilled his vision of a New Frontier for the USA should be analysed and evaluated. Relevant points may include:

- Kennedy guided through Congress a number of legislative measures contributing to the fulfilment of his New Frontier vision, e.g. the Omnibus Housing Bill of 1961, expansion of welfare and a minimum wage increase
- Kennedy established the Presidential Commission on the Status of Women in 1961, which led directly to the Equal Pay Act (1963)
- Kennedy's Peace Corps programme meant he had something worthwhile to offer American youth and its successes fulfilled that vision
- Kennedy fulfilled his promises on taxation with sweeping changes to the tax system that lowered both personal and business taxation.

Arguments and evidence that counter the judgement that John F Kennedy fulfilled his vision of a New Frontier for the USA should be analysed and evaluated. Relevant points may include:

- Kennedy promised to end racial discrimination in federally-aided housing 'by a stroke of the presidential pen' but did not succeed. The thousands of pens sent to the White House indicated the failure of his vision
- Kennedy introduced a Civil Rights Bill in 1963 but it failed to pass until after his death
- Opponents of social security healthcare in the House Ways and Means Committee refused time for discussion of Kennedy's plans for elderly people, so they were not fulfilled
- Kennedy's attempts to help low-paid workers were thwarted to a large extent by Southern Democrats in Congress, who ensured that certain groups of workers were exempted from the minimum wage legislation
- Attempts to provide adequate funding for the Area Development Act (1961) were blocked in Congress by a conservative coalition of Republicans and Southern Democrats
- An important part of the New Frontier programme, to help minorities gain employment through the Committee on Equal Employment Opportunity, was stymied by racist state governments and employers.

Other relevant material must be credited.



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 origins of the counter-culture movement on the USA in the 1960s 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 the counter-culture was inspired by the black civil rights struggle and by calls for nuclear disarmament - things that it could not ignore: 'compelled most of us from silence to activism' • It claims that dangerous contradictions produced by vested interests ('power rooted in possession, privilege, or circumstance') can only be dispelled by 'public groupings' • It indicates that this counter culture has the ability to widen engagement with politics: 'bring people out of isolation and into community'. 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: • Hayden is in a good position to know about the origins of the counter-culture in America because he was instrumental in forming the SDS, which is regarded as a leading proponent of that movement • Hayden is a young idealist opposed to the status quo, but whose counter-cultural solutions are rather vague: 'love, reflectiveness, reason, and creativity' • Hayden's tone is sardonic, deeply hostile towards the American establishment and military industrial complex: 'peaceful intentions of the United States contradicted its... involvement in the Cold War'. 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: • Popular movies such as 'Rebel Without a Cause' portrayed young people who were stifled,. This seemed central to the SDS message • The work of Alfred Kinsey suggested that the current younger generation was very different from those who had conformed with adult society. They were ready to challenge the status quo • The escalation of the arms race in the 1950s during the Cold War heightened fears of nuclear holocaust. It seemed immoral, as did tokenist approaches to civil rights reform • It appeared to some ordinary citizens that they were powerless to intervene due to the perceived existence of a 'military industrial complex'.

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

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 Martin Luther King's priorities in 1967. - The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: - This speech reflects the beliefs of King - he and his speech writers wrote it. It refers to dissenters in the movement but doesn't reflect the counter argument - It is designed to outline the difficulties that confronted Americans in their struggle over Civil Rights and patriotism, but where opposition to the war was not yet in the mainstream - The purpose of the document is to show King's priorities, that he will focus on the problems of the war, even when challenged about lack of patriotism and loyalty to his government. - The evidence could be assessed in terms of giving weight to the following points of information and inferences: - It provides evidence that King is prepared even at the expense of the effectiveness of the civil rights movement to speak out against the war: 'many have questioned me about the wisdom of my path' - It indicates that King is at odds with some elements of the CRM and feels under pressure: 'the inquirers have not really known my calling' - It provides evidence that King is criticising the establishment: 'the most violent nation in the world today- my own'. - 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 Riverside speech was part of a wider context in which King exhibited new geographical priorities. Chicago was one example where he extended his campaign beyond the South - King's more radical stance moved him closer to Black Power, whose adherents were prepared to speak out against the war - Another of King's priorities was to move to a broader protest front, to unite three protest movements - anti-war, civil rights and anti-poverty. In doing so he lost the support of many white liberals.

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

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 growth of the women's movement in the 1960s. 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 women's self-help groups were very successful in challenging gender inequality ('When Moira came home I soon realised that my whole life had been changed') - It indicates that Betty Friedan's work was a strong influence in forming attitudes underpinning the new women's movement ('Moira read it more than once') - It suggests that the growth of women's consciousness-raising made little progress in the stated aim to change men's attitudes ('It wasn't just older men that resisted, it was... reformers'). 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 a leading academic, married to a supporter of women's rights, Ambrose is in a good position to analyse issues contributing to the growth of the women's movement both dispassionately and from personal experience - As a male brought up in a world of gender stereotyping, Ambrose is likely to minimise the supposed effect of the women's movement on home life - The purpose of the article does not seem to be to advocate strong views about the women's movement, but merely to highlight the growing willingness of women to contribute by exploring issues relating to it. 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 women's movement challenged the role of females purely as homemakers, as almost 40 per cent of married women with young children held full- or part-time jobs by 1968 - The 1964 Civil Rights Act encouraged women to seek equality with men, raising the profile of women's rights as a movement - The aims of Friedan and consciousness-raising groups came to fruition in 1966 with the foundation of NOW, which made successful attacks on job discrimination through the Equal Employment Opportunities Committee - Young female activists known as the Women's Liberation Movement took more radical action to secure rights, earning them a reputation as 'bra burners' and placing women's rights at the centre of national debate.

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 extent of racial tolerance in the USA by 1992. - 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 personal account of his life by a non-white immigrant, experienced perhaps no more than six years previously, this source seems particularly pertinent to the inquiry - This is an account by a member of one small minority group, so it may not be typical of the experiences of all racial groups - The writer is describing racial attitudes in one city. The extent of racial tolerance in Los Angeles may not be typical of the USA as a whole. - The evidence could be assessed in terms of giving weight to the following points of information and inferences: - It suggests that the police do not take racial intolerance seriously ('The police arrive late, write a report and leave') - It implies that well-educated ethnic minorities do not have equality of job opportunity ('I have a degree in architecture from Seoul University, but look at me now.') - It states that there is no prospect of an end to racial discrimination ('American-born Koreans will face race discrimination too'). - 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 Rodney King case (1991–92) indicated the level of police intolerance of ethnic minorities in California. Ten thousand businesses were destroyed in the ensuing riots, several owned by Korean Americans - As a result of race riots in South Central LA in the early 1990s, more than one hundred thousand jobs were lost, mostly those of ethnic minorities - Both Hispanic and Oriental Americans benefited from federal government affirmative action programmes in this period despite Supreme Court decisions ruling against the practice - In politics Oriental-American Congressmen were elected, some in California.

Section B: Indicative content

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

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 reactions to student protests in the years 1963-72. - 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 suggests that reactions from law enforcement officers to campus protest were disproportionately severe ('guardsmen have acknowledged opening fire ... 61 shots', 'facing 'an increasingly heavy bombardment of rocks''') - It suggests that the Guardsmen's response was unjustified ('Two students were hit while lying face-down. Two were wounded while running away.') - It suggests that protesters regarded the reactions of some law enforcers as illegal ('...called the guardsmen 'murderers'.') - It implies that preparations on the part of the authorities for dealing with student protests were totally inadequate ('We urge state officials to make plans for dealing with campus disorders... more precise guidelines...'). - 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 was prepared by an independent body of experts, which suggests the evidence was reputable - In considering the period of protest from 1963-72, the Report is valuable as it lays down new official guidelines by which the authorities should react to student protests, indicating a turning point reached at Kent State - The tone is neutral and based on reporting fact rather than opinion, adding value to the enquiry. - 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 protest at Kent State University was particularly violent in the lead-up to this incident, after President Nixon's announcement of the widening of the Vietnam war. Students set ablaze a campus reserve officer training building - President Nixon ordered a presidential inquiry into campus unrest only after the deaths of four students at Kent State. There had been no previous inquiry at this level in the years since 1963 despite numerous protests - Reactions to student protest had often been met with violence by the authorities in these years, e.g. in Chicago in 1968 - Public opinion turned further against the war in southeast Asia as a result of the law enforcers' response to the student protest at Kent State University. Many people in the USA were appalled by the violent reaction.

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 impact of Nancy Reagan's 'Just Say No' campaign against drug taking in the 1980s. - 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 source is from an exhibit in a Library dedicated to the legacy of Ronald Reagan; the foundation will possess detailed evidence about the impact of Reagan's period in office - Set up as a memorial to the work of the former President, the Library may have wished to promote a partial view of the effectiveness of Nancy Reagan's 'Just Say No' campaign against substance abuse - The aim of the exhibit is to advertise the successes of the 'Just Say No' campaign and, especially, to publicise the legacy of Ronald and Nancy Reagan. - The evidence could be assessed in terms of giving weight to the following points of information and inferences: - It gives evidence of the success of the 'Just Say No' campaign ('cocaine use by high-school pupils dropped by one-third, the lowest rate in a decade.') - It provides evidence of the sheer passion and hard work with which Nancy Reagan led the campaign against school-age drug abuse ('110 appearances and fourteen anti-drug speeches in 1984 alone.') - It claims that Nancy Reagan was keen to use her persona to advantage ('She took advantage of the media's attention ... one she could do something about.') - It suggests that Nancy Reagan had a shrewd awareness of the importance of a catchphrase in winning a battle against substance abuse ('...you just say no.' And there the campaign slogan was born.'). - 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: - With the media attention that a First Lady receives, Nancy Reagan appeared on numerous talk shows, including a two-hour documentary on drug abuse, as well as exploiting her husband's Hollywood connections - Reagan's efforts increased public awareness of drug use, but research has not established a direct relationship between the campaign, a prolonged reduction in drug use and alcohol abuse, despite extravagant claims - The campaign drew significant criticism, e.g. that inflamed fears from 'Just Say No' led to mass incarceration and it also prevented youths receiving key information about dealing with drug abuse and responsible drug use.

Section B: indicative content

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



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 on how accurate it is to say that Black Power in the USA in the period 1963-72 did more to hinder than to help the rights of African Americans. Arguments and evidence that Black Power hindered more than helped the civil rights of African Americans should be analysed and evaluated. Relevant points may include: • The radicalisation of SNCC and CORE, with the rise of Stokely Carmichael, Rab Brown and Floyd McKissick, increased the divisions between Black Power and more moderate groups such as the NAACP and SCLC • Black Power contributed to a decline in support for civil rights in the late 1960s as poor decision-making and extreme rhetoric led to the loss of white financial support • Black Power was not essentially a civil rights group in the sense that it sought separation from rather than integration and equality within the US Constitution. Its inspiration, Malcolm X, denied that civil rights was an aim • Black Power's association with events like the demonstration at the Mexico Olympics and carrying guns into the California legislature turned moderate supporters away from the civil rights cause. Arguments and evidence that Black Power helped more than hindered the civil rights of African Americans should be analysed and evaluated. Relevant points may include: • The radical Black Panthers flourished in the late 1960s. Although a small organisation, they did have some impact on promoting the rights of African Americans, deterring police harassment, and organising voter registration • The Panthers also worked to improve social and economic civil rights, setting up free nurseries, free health clinics to test for sickle cell anaemia and 'liberation schools' which promoted racial pride and self-confidence • Black Power raised black pride, taking inspiration from Malcolm X's legacy. 'Black is Beautiful' and economic independence were issues that tempted Martin Luther King to reduce his opposition and recognise its strengths. Other relevant material must be credited.

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 it was mainly the influence of the 'beatnik' generation that shaped the rebellious attitudes of young people in the 1960s. The arguments and evidence that this was the key factor in shaping young people's rebellious attitudes should be analysed and evaluated. Relevant points may include: ☐ Young people in the Sixties did not invent a rebellious political culture from scratch. The Beats were the main channel, challenging the affluent society's claims that its social arrangements supported the human spirit ☐ The Beats were adept at turning established values against the society that enshrined them through meditation and drugs. Kerouac paved the way for the Sixties' rebellious Hippie movement in 'On the Road' (1955) ☐ One of Kerouac's legion of readers was existentialist, Tom Hayden, who hitchhiked around the country before founding the SDS. In this sense Kerouac's road was the origin for a mover of the Sixties youth rebellion ☐ What sounded appalling to mainstream reviewers about Allen Ginsberg's 'Howl' against affluent complacency made him sound appealing to the young, paving the way for ecology and spirituality in the Sixties attitudes ☐ From 1958, the terms 'Beat Generation' and 'Beat' were stereotypes. The Beats' anti-materialism and soul searching influenced musicians such as Dylan, a continuity that inspired Sixties' rebellious attitudes. Arguments and evidence that factors other than Beatnik influence were more important in shaping young people's rebellious attitudes in the 1960s, or that the Beats did not shape those attitudes should be analysed and evaluated. Relevant points may include: ☐ The Beats didn't want to change society as much as to leave it. In this sense they presaged the hippies, but not the majority of the rebellious attitudes of Sixties youth ☐ Unlike the anti-materialism of the Beats, the shadow of the Bomb was the first defining factor for the New Left to a younger generation brought up in the wake of the death camps ☐ Opposition to anti-communism and support for civil rights inspired the New Left to change youth attitudes. Youth counter culture was heavily influenced by the black civil rights struggle and by calls for nuclear disarmament ☐ Atrocities committed by Americans in Vietnam held great sway in the rebellious attitudes of youth. The Free Speech Movement was formed. Sit-ins became common forms of antiwar protest. This owed little to the Beats ☐ Rock and Roll, James Dean and Norman Mailer's existentialism were all more influential in influencing youth attitudes in the end. When Presley came along it was rock 'n' roll rather than the Beats that named a generation. Other relevant material must be credited.

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 to what extent President Johnson's Great Society programme improved the quality of life for poor people in America. Arguments and evidence that Johnson's Great Society programme improved the quality of life for poor people in America should be analysed and evaluated. Relevant points may include: ☐ The Economic Opportunity Act (1964) created a range of poverty programmes like voluntary service (VISTA), Head Start, the Jobs Corps and Community Action Programmes (CAP) ☐ The Appalachian Regional Development Act of 1965, Medicare and Medicaid were long-term solutions in the attack on poverty. The Appalachian Regional Commission had a lasting legacy as a federal-state partnership ☐ The number of families in poverty dropped from 40 million to 28 million between 1959 and 1968 (Census). For black people there was a disproportionate decrease ☐ A major contribution to the care of the poor was Medicare, the first federally-funded healthcare system. Medicare for the elderly and Medicaid for welfare recipients, aid previously denied to the poor ☐ The Great Society made the United States a more caring and just nation. Arguments and evidence that Johnson's Great Society programme did not improve the quality of life for poor people in America should be analysed and evaluated. Relevant points may include: ☐ In the rush to get legislation through money was often spent on the wrong things e.g. not enough teachers for Head Start ☐ The Great Society missed those poor who could not take up the opportunities offered by federal initiatives, e.g. the old, the disabled and single mothers ☐ Some critics suggested that the best solution to poverty was to re-distribute wealth through taxation, but the Great Society did not do this. In the Vietnam War tax income was diverted depriving the Great Society of funds ☐ Critics of Medicaid pointed out that the poor had access to healthcare before through charity. All the Act did was to end up paying doctors for services that had previously given for free ☐ Head Start and CAP became enmeshed in local politics and ethnic conflicts. LBJ was not prepared to tackle this. Local boards decided where money was to be allocated – not necessarily to the poor ☐ Some of the poorest parts of the US were rural and largely unaffected by the Great Society. In Appalachia most schemes were short-term and given to outsiders. The main industries of the 'rust belt' were in decline. 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 on how accurate it is to say that President Johnson and civil rights leaders did little that improved the lives of urban-based black Americans in the years 1964–68. Arguments and evidence that President Johnson and civil rights leaders did little that improved the lives of urban-based black Americans in these years should be analysed and evaluated. Relevant points may include: • There was a feeling that the Civil Rights Act of 1964 and Voting Rights Act of 1965 had already largely dealt with problems faced by southern black Americans, so there was no need for further major initiatives by politicians • King's Chicago campaign in 1966 met with little support from President Johnson despite his aim to defeat poverty in the Great Society programme • The death of Malcolm X dealt a blow to urban-based black Americans. The natural successors to his separatist solutions lost the support of white liberal politicians, whose funding and support were necessary to improve lives • Four summers of race riots in over 300 towns and cities suggests northern blacks felt let down by politicians. Political initiatives may have dealt with constitutional issues, but did little to change everyday life in the ghetto. Arguments and evidence that President Johnson and civil rights leaders improved the lives of urban-based black Americans in these years should be analysed and evaluated. Relevant points may include: • Johnson's Civil Rights Act outlawed Jim Crow segregation and other measures addressed problems with black American education e.g. the Secondary Schools Act (1965) and the Educational Opportunity Act of 1968 • Johnson's Great Society programme included the Fair Housing Act, barring discrimination in sales and renting, and the Medicaid Act, which paid for medical expenses of the poor. Both disproportionately helped urban blacks • Whitney Young turned the National Urban League from a relatively passive civil rights organisation into one that aggressively fought for and created thousands of new jobs for black Americans • The NAACP under the direction of Roy Wilkins continued to fight for urban black Americans, winning significant court cases in upholding desegregation of hotels (1964) and schools (1968) • The development of the Black Panther movement included vital self-help projects in run-down urban black American communities, such as the provision of nurseries and free breakfast programmes. Other relevant material must be credited.

Question	Indicative content
2	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 Black Power on the struggle for black American civil rights in the years 1966–72. Source 3 - 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 organiser of the Washington March, Bayard Rustin is in a good position to know about the impact of different groups on the civil rights movement. He is a contemporary civil rights leader - The American Jewish monthly magazine, with a non-African American readership, is likely to regard the Black Power movement with suspicion - Rustin is assessing Black Power's likely contribution to the civil rights movement even before it has formed into a political party, so it is not possible to judge whether there will be a lasting impact - Rustin, deploring the move away from non-violence, fails to write a balanced assessment and ignores any impact by Black Power on social conditions in black communities, concentrating narrowly on its effect on the black vote. - The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of Black Power on the struggle for black American civil rights: - It indicates that Black Power threatens to remove the chief weapon of the movement, which is by voting for the Democrats ('such a party would remove Negroes from the main area of political struggle in this country.') - It provides evidence that Black Power is frightening away an important source of support for the civil rights movement ('Many whites seeing it as the expression of a new racism') - It suggests that Black Power will provoke a backlash among white conservatives that will be counter-productive to the success of the civil rights movement ('encourages the growth of anti-Negro forces.') - It provides evidence that material gains for black Americans can only come by maintaining open access to allies in the Washington federal establishment ('the party of progress, the New Frontier and the Great Society.'). - 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: - Black Power provided an atmosphere which provoked a political backlash eventually contributing to the election of Nixon, who appealed to the silent majority of Americans who were frustrated by black militancy - Black Power's concern with separation and violence rather than integration and non-violence made white liberals less likely to support civil rights causes, especially in the riot atmosphere of the 'long hot summers'



Question	Indicative content
	- Stokely Carmichael's Black Panther Party achieved local successes in the South in counties where African Americans were in the majority. This paved the way for the election of African American officials - The Black Panthers were derided by whites as the 'lunatic fringe', but their concern for local communities achieved some striking successes in social welfare in the big cities. Source 4 - 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 tone of the statement reveals a very negative view of the ability of white America to solve the problems of African Americans. In this way, it clearly emphasises the separatist nature of the Black Power creed - As a mission statement the declaration is part of the political creed of the Black Power movement, so it is a good guide to the true aims of the movement - As the name suggests, this is the first time that Black Power as a whole movement has come together to strive for a national campaign. This is a very important call, an important contribution, but has taken six years to achieve. - The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of Black Power on the struggle for African American civil rights: - The article suggests that non-violence has never been successful in bringing about civil rights ('always betrayed us...whenever our forces were unorganised and compliant.'). It implies Black Power will not be so passive - It provides evidence that Democrat reform programmes had not solved African American problems and implies that integrationists were wrong to put their faith in them ('If white "liberalism" could have solved our problems') - It implies that in Nixon the combination of white capitalism and militarism has been disastrous. He has failed to help the black man, so he must look to his own ('then Nixon would have the answer.') - It suggests that a whole new system of politics is necessary for the African Americans rather than cooperation with the status quo ('most deeply ravaged by the present systems.') - 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 achievements won by the integrationists in the Civil Rights and Voting Rights Acts of the 1960s failed to deal with the everyday problems of life in the ghetto most acknowledged by the Black Power movement - Federal government had become side-tracked by the Vietnam War and liberal reform programmes were starved of money - The more strident approach of the Black Power movement contributed to its own failures as it was associated in the public mind with violence on the streets. This led to the election of anti-liberal Republicans - White supporters of the civil rights movement were side-lined by Black Power sympathisers in SNCC and CORE.

Question	Indicative content
	Sources 3 and 4 The following points could be made about sources in combination: • Whereas Source 4 sees Black Power as a unifying movement for radical change, Source 3 regards it as divisive • Both sources suggest that significant action is needed by the movement to improve the lives of black Americans, but while Source 3 wishes to work through the existing constitutional process, Source 4 would overturn it • The sources contrast in their purpose – Source 3 acknowledges the primacy of the Democrat party as a vehicle for reform, Source 4 targets it as unhelpful.

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

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 on whether the aims of Cesar Chavez in securing civil rights for ethnic minorities were similar to those of Malcolm X. Arguments and evidence that the aims of Cesar Chavez were similar to those of Malcolm X should be analysed and evaluated. Relevant points may include: • Chavez adopted the name Chicano, a derogatory term for poor Hispanics to make their image radical and militant, along the lines of Malcolm X's vision of Black Power • Both Chavez and Malcolm X sought to challenge the dominance of White Anglo-Saxon Protestants and to fight against social and political discrimination against minorities in American society • Both men saw the central importance of economic opportunity in bringing civil rights: Chavez by improving the working conditions of Hispanic labourers, Malcolm X by creating a black economy for black Americans. Arguments and evidence that the aims of Cesar Chavez were different from those of Malcolm X should be analysed and evaluated. Relevant points may include: • The aims of Chavez were informed by his belief in non-violence, unlike those of Malcolm X, which were underpinned by his support for violence in self-defence • The aims of Malcolm X were more obvious after his death than Chavez's were in life. Black Power inspired civil rights self-help in the ghetto that was beyond the reach of the equivalent Chicano movement among Hispanics • Chavez's aim to create a United Farmworkers' Union was of more practical value for Hispanic workers than Malcolm X's theoretical calls for black self-esteem, as it achieved the first union agreements for farm workers • Whereas Malcolm X sought separation from white America and a separate religion for his followers, Chavez did not espouse Hispanic nationalism or seek to undermine his followers' Catholicism. Other relevant material must be credited.

Question	Indicative content
2	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 3 and 4 together to investigate how President Johnson was able to persuade Congress to support his civil rights programme. Source 3 - 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 Johnson's chief domestic policy adviser, Califano was in a good position to know about the strategy the President employed to push legislation through Congress - To appeal to readers of his personal memoirs, he is likely to choose selected highlights as entertaining anecdotes from the White House years, which may not be representative of the President's day-to-day strategy - As Johnson's former adviser, Califano wishes to emphasise the President's political strengths. - The evidence could be assessed here in terms of giving weight to the following points of information and inferences about how President Johnson was able to persuade Congress to support his civil rights programme: - It indicates that Johnson's attention to detail was relentless and all-consuming ('It was never too late to make one more call or hold another meeting to secure an uncertain vote.') - It provides evidence that Johnson believed that bipartisan support was vital in attracting a majority ('LBJ would sit for hours with his friend, Senate Republican Minority Leader Dirksen, seeking his support.') - It suggests that Johnson was pragmatic and not very principled in being prepared to use dirty tricks to secure the support of congressmen ('The reason the so-and-so won't talk about his vote is his mistress'). - 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: - Johnson faced considerable potential opposition to his civil rights programme from a large section of his own party, the Southern Democrats, and from conservative Republicans - Johnson enjoyed unusually strong cross-party congressional support in the so-called 'honeymoon period' immediately after the assassination of President Kennedy, indicating that he had to try less hard to gain support - When Kennedy was assassinated and Johnson became President, he promised to fulfil JFK's hopes of civil rights reform by overcoming the conservative blocking majority of Southern Democrats and Republicans - The media played a vital part in helping Johnson to obtain congressional



Question	Indicative content
	support for civil rights at first by publicising Dr King's campaigns, but later helped to thwart him by highlighting Black Power excesses. Source 4 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 tone of the statement reveals a very negative view of existing legislation to solve the problems of black Americans. In this way, it clearly emphasises the urgent need to find congressional support for voting rights • Johnson is speaking in the wake of a well-publicised campaign by Dr King and his words seem to be a mission statement to persuade Congress to support civil rights legislation. Its sincerity gives the speech reliability • The fact that Johnson is making a special message to Congress reveals the importance Johnson attaches to its content for persuading the legislature to accept responsibility for civil rights causes. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about how President Johnson was able to persuade Congress to support his civil rights programme: • The speech suggests that there is no bipartisan consensus for civil rights legislation and that Johnson's goal is to find it by use of lofty rhetoric ('We are here tonight as Americans – not as Republicans or Democrats.') • It states that many American law-makers are determined to resist existing civil rights laws by finding loopholes, which Johnson must persuade Congress is an unworthy tactic ('Every device... has been used to deny this right.') • It states both the importance Congress should attach to the problem of voting rights as well as the pressing urgency of the need for them to resolve the problem ('no duty that weighs more heavily on us'... 'there must be no delay') • It suggests that a whole new system of politics is necessary to support black Americans, rather than permitting the status quo ('We... must not refuse to protect the right of every American to vote in every election'). 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: • Southern congressmen and state governors were opposed to civil rights legislation; the Southern Manifesto (1956), signed by the entire delegations to Congress of seven Southern states, was still active in the mid-1960s • Martin Luther King had appealed to President Johnson for federal support in the wake of the police riot during the first Selma March earlier in the month • Johnson used King's words in appealing to Congress to pass the Voting Rights Bill: 'we shall overcome'. Johnson had already been successful in using stirring phrases to ensure the passage of the Civil Rights Act, 1964 Sources 3 and 4 The following points could be made about sources in combination: • Both sources emphasise the importance of obtaining bipartisan support, with Source 3 stressing the use of practical action, while Source 4 shows

Question	Indicative content
	the importance of fine words • Both sources suggest Johnson's complete commitment to the cause of civil rights for black Americans • The sources contrast in their purpose – Source 3 acknowledges the primacy of the skill of lobbying as a vehicle for reform, Source 4 targets corrupt legislators and uses a display of rhetoric as a means to secure reform.

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



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 how accurate it is to say that in the years 1963-72 the women's movement did more to hinder than to help the development of women's rights in the United States. Arguments and evidence that the women's movement hindered more than it helped women's rights in these years should be analysed and evaluated. Relevant points may include: • The National Organisation for Women (NOW) was deeply divided over both ERA and the legalisation of abortion. Dissenters believed that NOW should avoid controversies that diverted attention from economic discrimination • The progress of the Equal Rights Amendment was hindered from within the movement by women of lower economic and educational status, concerned that homemakers were not accorded lower status than employed women • Splits between liberal and radical feminism damaged the movement. Extreme publications written by radicals, e.g. the <i>SCUM Manifesto</i> (1967), brought negative attention to the movement, reducing support in Congress • The style of radical feminist protest against objectification of women at the Miss America Pageant (throwing feminine products such as bras and fake eyelashes into a 'freedom trashcan') led to ridicule from previous supporters • At the time when radical feminism was highly active in the 1960s and early 1970s, the movement declined due to its exclusivity and lack of consideration for women of different ethnicities, religions, and cultures. Arguments and evidence that the women's movement helped more than it hindered women's rights should be analysed and evaluated. Relevant points may include: • Kennedy responded to Friedan's <i>Feminine Mystique</i> by establishing a President's Commission on the Status of Women. The resulting Equal Pay Act was the first federal law to prohibit discrimination through gender

	• NOW successfully sued 1,300 large corporations for sex discrimination, persuaded President Johnson to include women within federal affirmative action requirements, and challenged sexist airline policies on stewardesses • Women's liberation groups promoted women's rights by establishing the first feminist bookstores, battered women's shelters, rape crisis centres, and abortion counselling centres. Other relevant material must be credited.
--	--



Question	Indicative content
2	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 Vietnam War in the USA. Source 3 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: • A transcript of a press conference is likely to record faithfully the words of Senator McGovern • McGovern is speaking in the wake of the secret documents having been revealed, so he is likely to distance himself publicly from any fallout and may not be recalling his meeting with Ellsberg accurately • As an elected member of Congress McGovern is keen to show his loyalty to the US Constitution, despite his stated opposition to the war. His words may not reflect his private attitude towards revealing war secrets. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences on the impact of the Vietnam War in the USA: • It reveals the severe impact of resistance to the Vietnam War ('if they can't fight... go to jail') • It implies that the impact of events in Vietnam is so alarming that a creator of US policy now wishes to reveal it to the public even if it means his going to jail ('Ellsberg said, 'I could be prosecuted''). • It suggests that Ellsberg believes it is the duty of politicians to reveal to the public documents that confirmed hitherto hidden truths about the real impact of the Vietnam War ('somewhat indignant...I ...refused to release...') • It suggests the importance of dissent within a democracy in wartime ('You must consider whether it is worth breaking the law to leak them.'). 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 <i>New York Times</i> began publishing the secret documents in June 1971

Question	Indicative content
	and the public attitude was largely supportive of the decision, though it widened the rift between the pro- and anti-war movements • Vietnam divided politicians. The pro-war 'Hawks' opposed a liberal press, while the anti-war 'Doves' sometimes applauded counter-cultural efforts, as well as those of Ellsberg, to expose military excesses in the War • The Vietnam War divided the electorate. Some voters praised media attempts to showcase the Pentagon Papers, while others were identified by Nixon as a 'silent majority that regarded publication as 'anti-American'. Source 4 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 a Supreme Court justice in possession of all the evidence, Hugo Black is required by his position accurately to reveal the official response of the US Constitution to the publication of the secret documents • The judgement in the case of <i>New York Times v. United States</i> is an official document, but this extract is the view of just one of nine justices, who may not all be in agreement with the decision • The tone of the source suggests that the judge's purpose is to protect the people of the United States by applying a check on presidential power. 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 Vietnam War in the USA: • It provides evidence that the Vietnam War raised fundamental differences about the interpretation of the American constitution • It claims that the First Amendment gives the right to hold the government to account and this overrides all other considerations in the publication of secret documents, including government concerns about 'national security' • It suggests that Black believes that publication of secrets was justified, as the government was behaving undemocratically in its prosecution of the war ('deceiving the people in... sending them...to die in foreign wars') • It suggests that the presidency's attitude to the publication of the Papers is a means to an end, using the Court to increase its own control over the impact of the War ('restricting the ... press in ... presidential power'). 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
	• The Supreme Court was deeply split on the issue of publication of the Pentagon Papers, as reflected in the 6-3 verdict in favour of the press • The media response to the War jolted the confidence of many people in the office of President and, in return, hardened President Nixon's attitude against 'traitors' within the Administration • The media's increasingly negative reporting of the Vietnam War amidst the on-going publication of the Pentagon Papers, shifted public opinion towards the need for 'peace with honor'. Sources 3 and 4 The following points could be made about the sources in combination: • Both sources agree that in the matter of revealing government secret documents the most important consideration was to uphold the US Constitution • Both sources reveal the depth of divisions in US society created by the Vietnam War • While both sources agree that it was a divisive issue for senior figures in the US political system, there is a clear contrast in emphasis: Source 3 targets the personal impact to a greater extent.

Section B: indicative content

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



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, in the years 1963-72, President Johnson was the most significant individual in improving civil rights for black Americans. Arguments and evidence that President Johnson was the most significant individual in improving civil rights for black Americans in these years should be analysed and evaluated. Relevant points may include: • President Johnson took over the fight for a comprehensive civil rights act from his predecessor, John F. Kennedy and, through careful management of Congress, steered the bill into law, abolishing Jim Crow segregation • Johnson's Civil Rights Act ended discrimination in employment, making a very practical difference to the civil rights of black Americans • Johnson ensured the passage of the Voting Rights Act in 1965, transforming the ability of black Americans to make a difference to American democracy and leading to the election of many black politicians

- Johnson's Great Society programme increased black American access to equal civil rights in education and housing and led to some achievements as a result of the Civil Rights and Fair Housing Acts in 1968.

Arguments and evidence that challenge the statement that President Johnson was the most significant individual in improving civil rights for black Americans in these years should be analysed and evaluated. Relevant points may include:

- Johnson's fight for civil rights lost momentum after right-wing Republicans returned in numbers to Congress in 1966. His housing programme and the 1968 Civil Rights Act were both significantly compromised by amendments
- Martin Luther King led the March on Washington movement, culminating in his speech from the Lincoln Memorial, which captivated the nation, aiding the development of the Civil Rights bill in Congress
- Malcolm X was an iconic figure in the fight for the rights of black Americans, especially in the northern cities. His fight for a separate black state and subsequent assassination led to new directions in the movement
- Stokely Carmichael was responsible for invigorating the civil rights movement by putting black Americans at the forefront of a new political party, calling for 'Black Power' during a march through Mississippi in 1966
- Huey Newton and Bobby Seale led the Black Panther Party towards achieving civil rights through self-help, setting up revolutionary socialist community programmes in western and northern cities.

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 on how accurate it is to say that women in the USA improved their personal freedom in the years 1963–80. Arguments and evidence that women in the USA improved their personal freedom in these years should be analysed and evaluated. Relevant points may include: • The Equal Pay Act (1963) was a significant contribution to women's rights, increasing opportunities for women to pursue their own careers; in the 1970s, women gained the ability to secure credit independently of husbands • Once the word 'sex' was added to the Civil Rights Act (1964), it opened the way for many lawsuits against discrimination against women in employment; the professions began to open up for women • By the end of the 1960s, more than 80 percent of wives of childbearing age were using contraception, freeing many women from unwanted pregnancy and giving them many more choices, and freedom, in their personal lives • In the 1970s, the passing of <i>Roe v. Wade</i> gave an opportunity for a new impetus to the second wave feminist movement that focused on women's personal freedoms in sexuality, within the family and in reproductive rights. Arguments and evidence that women in the USA did not improve their personal freedom in these years should be analysed and evaluated. Relevant points may include: • Conservative Protestants led a campaign against moves to secure the Equal Rights Amendment, which did not achieve the necessary three-fourths majority of states required for it to be added to the US Constitution • Phyllis Schlafly led a conservative campaign against opportunities sought by NOW in the 1960s and a Catholic campaign through the National Right to Life Committee from the 1970s, restricting further personal freedoms • During the 1970s, conservative voters were mobilised to vote for candidates calling for a return to traditional values, who, once elected in some states, began to obstruct opportunities for women to improve personal freedoms • The 'New Right' or 'Religious Right' became a more visible and powerful political force in its opposition to a woman's right to terminate a pregnancy, which had an effect by limiting the opportunities afforded by <i>Roe v. Wade</i>. Other relevant material must be credited.

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 how accurate it is to say that the US federal government made the most significant contribution to the development of civil rights for black Americans in the years 1955-65. Arguments and evidence that US federal government made the most significant contribution to the development of civil rights for black Americans in these years should be analysed and evaluated. Relevant points may include: • The legislature made significant progress in the improvement of civil rights in this period, e.g. the Civil Rights Act (1960) allowed federal officials to prosecute anyone that conspired to prevent another citizen's right to vote • In the Johnson era, there was significant progress towards civil rights for black Americans, e.g. in 1964, the Civil Rights Act ended Jim Crow segregation and the 1965 Civil Rights Act aided voting rights • The executive branch of the federal government made key interventions, as presidents intervened at Little Rock High School and Mississippi and Alabama universities to support the right of black Americans to equality in education • The Supreme Court, the judicial branch of the federal government, was exceptionally active in this period in making judgements in favour of civil rights causes, especially in education, transportation and housing • Grass roots campaigns were often only successful when supported by federal decisions. It was the federal court judgement that led to a successful outcome for the civil rights movement in the Montgomery Bus Boycott. Arguments and evidence that other factors made the most significant contribution to the development of civil rights for black Americans in these years should be analysed and evaluated. Relevant points may include: • The growing civil rights movement made a significant contribution as its non-violent protests often paved the way for court judgements, e.g. MIA in Montgomery and CORE during the Freedom Rides • Media pressure was significant in advancing the cause of civil rights, particularly in the context of the Cold War, where the USA could not be seen to be illiberal in its war of words with the USSR over democracy and freedom • The oratory and charisma of individuals such as Martin Luther King put pressure on the federal government for development of black civil rights, e.g. in Birmingham and Kennedy's promotion of a civil rights bill in 1963 • It was the unified Selma marches for voter registration that put pressure on the federal government to pass a Voting Rights Act in 1965 • SNCC was significant as a new civil rights organisation in the South. Its sit-in tactics put pressure on southern cities to desegregate, e.g. Greensboro, North Carolina. 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 on how accurate it is to say that the growth of Black Power was the main reason for the weaknesses in the civil rights movement in the years 1963-67. Arguments and evidence that that the growth of Black Power was the main reason for the weaknesses in the civil rights movement in these years should be analysed and evaluated. Relevant points may include: • Black Power was a significant cause of weaknesses, as it was associated with the Nation of Islam, which stressed divisions between blacks and whites, rejecting King's apparently successful multiracial approach to civil rights • Malcolm X's influence on SNCC and CORE was significant, with the rise of Stokely Carmichael, Rap Brown and Floyd McKissick weakening ties between Black Power and more moderate groups such as NAACP and SCLC • The Black Panthers were a cause of weaknesses within the movement, as they had a radical socialist agenda and developed into a paramilitary organisation, which alarmed previously supportive white liberals • Black Power's poor organisation and leadership, its rejection of white membership of its organisations and its failure to develop effective plans for change were reasons for weaknesses in the radical wing of the movement. Arguments and evidence that that other factors were the main reason for the weaknesses in the civil rights movement in these years should be analysed and evaluated. Relevant points may include: • A weakness was caused by significant damage to the civil rights movement wrought by the subtle discrimination perpetrated by citizens' councils and by the less subtle violence carried out by the Ku Klux Klan • The Vietnam conflict was a reason for weaknesses, as it began to divide all classes and races in American society and deflected attention from civil rights issues • Martin Luther King weakened the movement when, in 1967, he alienated many moderate and white supporters by speaking out against the Vietnam War • A weakness was caused by the failure of King's campaigns in the north, especially in Chicago in 1966, which caused damage to the campaign for an end to <i>de facto</i> segregation. Other relevant material must be credited.

Question	Indicative content
2	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 origins of the women's movement in early 1960s. Source 3 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 speech by the President was to find ways to enhance the role of women within US society and to challenge the accepted norm that the only place for women with families is in the home • The announcement of an Executive Order underlined the importance Kennedy attached to women's position in society and the purpose may be to find some empathy with a nascent movement for change • Kennedy was making a speech to Congress, raising women's position in society to the level of a national political debate. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences on the origins of the women's movement in early 1960s: • It suggests that conformity to domestic roles continued to hold women back as citizens, thus encouraging a movement for change ('We have not yet done enough ... full contribution as citizens.') • It gives evidence that Kennedy gave women encouragement to seek reform by indicating that change was desirable ('recommendations for... action', 'advance the full partnership of men and women in...national life.') • Kennedy implies that the current entrenchment of values of cultural conformity challenged women's basic freedoms as humans ('Women have basic rights that should be respected... freedom, dignity and democracy.'). 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 early 1960s, cultural conformity meant that many barriers continued to limit women's rights in the workplace and in suburban society as a whole • During the 1960 presidential campaign, Kennedy expressed support for women's equality. Many women, especially those in labour unions, seeing a chance to challenge conformism, originated a movement for reform • Eleanor Roosevelt's influence notwithstanding, cultural conformity remained the norm. A women's movement began to develop, disappointed by the fact that no women were included in the cabinet • Three initiatives by Kennedy – the creation of the Commission, the order prohibiting discrimination in hiring federal employees, and the Equal Pay Act – all encouraged women to seek wider reform.

Question	Indicative content
	Source 4 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 a pioneer for women's rights, Friedan was in a good position to gauge the attitudes holding back women's position in society and the need for a women's movement for reform - As the leader of an organisation seeking the advancement of women in society, the writer has a clear purpose to articulate clearly the feminist view - The purpose of the source was to show that because cultural conformity was so deeply embedded in the psyche of American women in the early 1960s there was an urgent need to stir up a movement for change. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the origins of the women's movement in early 1960s: - It suggests that women were afraid to break free from the tight bonds of social conformity and form a movement for change ('she was afraid to ask the silent question - is this all?') - It suggests that women were brainwashed by experts into believing in the virtues of strong societal conformity ('Experts told them... how to bake bread...'), provoking some to create a movement for change - It suggests that an embryonic women's movement faced barriers as conformity was not in doubt in the minds of most young women ('All she wanted... get married, have children... a nice house...') - It gives evidence that conformity was being challenged in the early 1960s, even by experts, encouraging a nascent women's movement ('Scientists... noted that America's greatest source of unused brain-power was women.'). 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: - Friedan argued that the cultural conformity continued to hurt women personally and professionally; for women, as well as men, identity should be cultivated through a sense of achievement, primarily through a career - Friedan recognised that barriers put up by the media and by educators would be difficult to challenge; it would be years before an image of women as appendages of their husbands and children would change - Friedan's alternative to conformity was too threatening to other mothers who had not yet come to terms with change – the new feminist drive did not appeal to women who preferred stability within family life - The romanticisation of domesticity led to a feminist wave, launching the sex-role revolution that challenged norms by getting women to understand their position in society. Sources 3 and 4 The following points could be made about the sources in combination: - Both sources agree that conformity continued to be a problem for women and for the USA in general, opening a way for the development of a women's movement - There are contrasting views about the origins of a women's movement. Source 3 focuses on practical reasons that drove reform and Source 4, while acknowledging these, emphasises deeper psychological influences - Source 3 is optimistic about change through action by the nation's leadership, supporting the need for a women's movement. Source 4 suggests experts offered no change, prompting women to seek reform.



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



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 on how accurate it is to say that President Johnson's Great Society programme (1964-68) improved the quality of life for poor people in America. Arguments and evidence that President Johnson's Great Society programme improved the quality of life for poor people in America should be analysed and evaluated. Relevant points may include: • The Economic Opportunity Act (1964) created programmes to combat poverty, like voluntary service (VISTA), Head Start, the Jobs Corps and Community Action Programmes (CAP) • The Appalachian Regional Development Act of 1965, Medicare and Medicaid were long-term solutions in the attack on poverty. The Appalachian Regional Commission had a lasting legacy as a federal-state partnership • The number of families in poverty dropped from 40 million to 28 million between 1959 and 1968 (Census). For black people, there was a disproportionate decrease. Food stamps and urban renewal contributed • Perhaps the most important contribution to the care of the poor was Medicare, the first federally-funded healthcare system: Medicare for the elderly and Medicaid for welfare recipients, aid previously denied to the poor Arguments and evidence that challenge the statement that President Johnson's Great Society programme improved the quality of life for poor people in America should be analysed and evaluated. Relevant points may include: • The Great Society missed those poor who could not take up the opportunities offered by federal initiatives, e.g. the old, the disabled and single mothers • Critics of Medicaid pointed out that the poor had access to healthcare before through charity. All the Act did was to end up paying doctors for services that they had previously given for free • Head Start and CAP became enmeshed in local politics and ethnic conflicts. LBJ was not prepared to tackle this. Local boards decided where money was to be allocated – not necessarily to the poor • Some of the poorest parts of the US were rural and largely unaffected by the Great Society. In Appalachia, most schemes were short-term and given to outsiders. Other relevant material must be credited.

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 nature of Richard Nixon's presidential leadership. - 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 suggests that dirty tricks ('Senator in bed with...') were a key element of the Nixon Administration and that Nixon's leadership style favoured these methods of discrediting opposition ('Nixon was behind him all the way') - It indicates that Watergate was not a unique experience. There were other similar schemes apparently approved by the administration's leadership ('the offices of a newspapermen were broken into') - It provides evidence of a degree of paranoia as a key feature of Nixon's leadership ('encouraged the dark impulses' and 'documents that revealed certain secrets'). - The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: - Haldeman was a White House insider who would be in a good position to have knowledge of secretive schemes and manipulation of the press 'All the President's Men' were implicated in the Watergate scandal. Here Haldeman's purpose may be to deflect blame for wrong-doing elsewhere - Because of his intimate working relationship with Colson, Haldeman is able to supply insights that had not been made public, even though Colson had hired a CIA man to maintain the secrecy of his schemes. - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: - Paranoia drove the leadership. Nixon and his advisers had become victims of their preconceptions. A hostile media was distorting their message - One of the schemes attributed to Colson led to the greatest crisis of leadership in American political history: the break-in at the Democratic Party headquarters in the Watergate Hotel and the subsequent cover-up - The crisis at the heart of the White House led to accusations of a secretive clique of 'All the President's Men' who did not consult Congress, a leadership termed by Schlesinger as 'The Imperial Presidency'.



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

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 attitudes of people in the USA towards the Vietnam War - The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: - Butt is in a good position to record events accurately as he is an eye-witness. The detailed descriptions of timing suggests he carefully reported the demonstration, having no apparent reason to twist the facts - As a Kenyan newly immigrated to the US, we can expect Butt to take a relatively dispassionate approach to the incidents he witnesses - The publishing date (2014), long after the events, allows Butt to select material for his autobiography which may be more likely to discredit support for the Vietnam War, as by then the US role in the war was widely criticised. - The evidence could be assessed in terms of giving weight to the following points of information and inferences: - It provides evidence that there was still significant unquestioning support among Americans for the war in Vietnam, in the name of patriotism ('All the way, USA') - It suggests that the assaults by building workers were as much about an attack on privilege or status as about patriotism ('favourite targets were students with a hippie appearance') - It suggests that the pro-war protesters believed that students were all disloyal. The attack on the university building was a symbol for this view ('Some of them invaded nearby Pace University'). - 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: - By May 1970 many Americans had turned significantly against the Vietnam War, particularly after the Tet Offensive of 1968 had shown that the US was not winning easily and that peace was still far off - Opinion polls at the time of the Kent State deaths were fairly evenly divided, with 60% of respondents blaming students and 50% that week supporting Nixon's widening of the conflict to Cambodia - Most demonstrations, both pro- and anti-war, were peaceful. On 20 May 100,000 construction workers, tradesmen, and office workers marched peacefully through New York City in support of the president's policies - There was significant evidence that students were unified in anti-war protest. National Guard units were mobilized on 21 campuses in 16 states. The student strike spread nationwide, involving four million students.

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

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 impact of the depiction of political and social tensions on TV in the 1970s. 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 TV had a large impact in bringing the abortion debate into the mainstream ('brought the battle over choice into the prime-time arena') • It indicates that <i>Maude</i> broke a previous taboo ('a breakthrough for prime-time'), challenging existing reticence to give women's rights an airing ('a perfect means to explore the growing feminism of the era') • It suggests that initial attempts by conservatives to mount a campaign against abortion by criticising the programme had little long-term impact ('Despite the protests, the shows attracted a huge audience'). 1. 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 author's job as a TV critic puts him in a good position to show the influence of a TV programme in promoting social and political tensions • Despite his liberal views, Beale still admits that there was also considerable antipathy to abortion raised as a result of the TV series. It shows that there were strong social tensions made explicit by <i>Maude</i> • The purpose of the article does not seem to be to advocate strong views on either side of the debate, but merely to highlight the growing willingness of TV producers to contribute to it and to find popular issues. 2. 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 Supreme Court judgement in the case of <i>Roe versus Wade</i> became a deeply controversial landmark ruling and confirms the choice of <i>Maude's Dilemma</i> as a keynote plot to depict political and social tensions • Feminism used a number of media to get its message across, but TV had already been used particularly effectively, e.g. the use of protest at high profile televised events such as Miss America, proving its impact • TV also played the leading role in chronicling other political and social tensions in the 1970s, including other protest movements and the Watergate scandal.

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

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 growth of political divisions during Reagan's presidency. - 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 Democrat senator, Kennedy might be expected to take a critical stance against Republican President Reagan's nomination of the conservative Bork to the Supreme Court - Kennedy's attempt to implicate Bork in all of his colourful summary of headline conservative positions over a number of years is speculation. He does not specifically link Bork to these positions - Kennedy himself is using the floor of the Senate to raise the political temperature by suggesting that Bork is a threat to the US Constitution itself and was implicated in the prominent scandals of the time. - The evidence could be assessed in terms of giving weight to the following points of information and inferences: - It implies that Bork's nomination would impose a vision of America that would create lasting, long-term damage to citizens' fundamental freedoms ('denied access to... rights that are at the heart of our democracy') - It implies that the liberal gains of the previous Democrat era would be overturned by the appointment of an ideological conservative like Bork ('women would be forced into back-alley abortions') - It suggests that upsetting the liberal/conservative balance in the Supreme Court would curtail justice, laying bare the aims of the Republican right ('tip the scales of justice against the kind of country America is'). - 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: - Many Democrats were against Reagan's conservative policies and blocking Bork was seen as a way of thwarting his proposals - Bork's nomination caused great division between the President and Democrats in the Senate - There were other issues that opened up bitter division. Reagan's attempt to fund states through an extension of the New Federalism were blocked in the Democrat-controlled House - Although the Republican religious right wing wished to overturn liberal policies on women's and gay rights they were not able to complete a conservative backlash despite political clashes with the Democrats - Watergate was a scandal that attracted bitter political recriminations, with the Democrats forcing the issue of Republican corruption and dishonesty.

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

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

Generic Level Descriptors

Section A: Questions 1a/2a

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 if any substantiation. Concepts of utility 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 or confirm matters of detail. • Evaluation of the source material is related to the specified enquiry and with some substantiation for assertions of value. The concept of utility is addressed mainly by noting aspects of source provenance and may be based on questionable assumptions.

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 about how accurate is it to say that supporters, in the USA, of both feminism and gay rights made progress in achieving their aims in the years 1966–1992. Arguments and evidence that both feminism and gay rights made progress in achieving their aims should be analysed and evaluated. Relevant points may include: • The National Organisation of Women was founded in 1966. Under Betty Friedan, it promoted the Equal Rights Amendment of 1972. A major success for feminists was the decision in <i>Roe v Wade</i> of 1972, which legalised abortion • Gay Power was rooted in the Stonewall riots of 1969. Partly in consequence, in 1973 homosexuality was no longer classed as a psychiatric disorder, and in 1980 the Democrats gave their official support to gay rights • During the 1970s women gained financial rights, including the ability to secure credit independently of their husbands. Forceful feminism died away in the 1980s since it seemed that their important goals had been met. Arguments and evidence that feminism and gay rights made little progress in achieving their aims should be analysed and evaluated. Relevant points may include: • The Equal Rights Amendment of 1972 had not been ratified by a majority of states by 1992. Therefore it remained a merely theoretical advance supported by 35 states. Progress was held up by the Constitution • Some traditional attitudes concerning women remained strong, notably in the South, with women believing that a 'glass ceiling' existed in many occupations preventing them from gaining promotion to the highest levels • The murder of notable victims such as Harvey Milk and Matthew Shepard, suggested that attitudes towards gay people had not changed completely and thus questioned genuine progress towards equality • The disproportionate impact of AIDS on the gay community led to an increase in homophobia and negative attitudes towards gays on the Christian Right and especially in 'Bible Belt' states. 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 about how significant environmentalism was in promoting political controversy during the presidencies of Ford and Carter. Arguments and evidence that environmentalism was significant in promoting political controversy should be analysed and evaluated. Relevant points may include: • There was much political controversy surrounding Ford's Toxic Substances Control Act (TSCA). Congress thought it placed unreasonable burdens on industry, particularly during a severe economic recession • Carter's controversial energy programme designed to reduce carbon emissions was amended in Congress. People did not want to pay more for petrol as proposed by the National Energy Plan (1977) to reduce demand • Environmentalism as an issue resulted in a growing political division between Carter and the oil lobby supported by Wall Street Republicans and labour unions over the promotion of greener energy • Carter had no answer to the Three Mile Island nuclear incident, which turned public opinion against relatively green nuclear power stations and politicised the issue of nuclear safety • The Consumer Product Safety Commission, set up as a result of campaigning by Ralph Nader and the Public Citizen pressure group, politicised middle class liberals as they joined environmental organisations. Arguments and evidence that environmentalism was <i>not</i> significant in promoting political controversy, or that other issues were more significant, should be analysed and evaluated. Relevant points may include: • Ford's TSCA was widely popular with the public, which neutralised the issue politically and meant that Congress acquiesced in the passage of the Act • Carter encouraged measures to reduce automobile fuel consumption and pollution. In the context of the oil crisis this was politically uncontroversial in Congress and obtained cross-party support • Other issues raised significant controversy, such as the failure to rescue hostages in Iran • The significant political issues of the Ford and Carter presidencies centred on the oil crisis, economic recession and the failure to stand up to the USSR, rather than on environmental issues, which raised less political controversy. 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 about how far the impact of the Watergate scandal undermined the power of the presidency in the years 1973–80. Arguments and evidence that the Watergate scandal undermined the power of the presidency in these years should be analysed and evaluated. Relevant points may include: • The Watergate scandal led to major attempts by Congress to hold the President and his executive advisers more accountable for their executive actions, limiting presidential power • As Watergate was a scandal involving a presidential election campaign, Congress limited individual campaign contributions to a would-be president • The Hughes-Ryan Amendment (1975) required the President to report to Congress on all undercover operations, curtailing powers that had made the Watergate break-in possible • Watergate, the attempted impeachment of the President and his resignation, alerted the public to powers misused by Washington insiders, shown by the election of the untainted establishment outsider, Carter. Arguments and evidence that the impact of the Watergate scandal did not seriously undermine the power of the presidency in the years 1973–80 should be analysed and evaluated. Relevant points may include: • Congressional measures limiting funds to presidents seeking re-election did not undermine their power as the response was the growth of Political Action Committees that circumvented the law • Nixon was neither imprisoned nor impeached, which suggested that the machinery of the Constitution allowed the status of the office of President, if not Nixon's career, to survive the Watergate scandal intact • President Ford's reputation for decency earned during a long political career re-established confidence in the power of the office of President in spite of the Watergate scandal • Carter's presidency indicated that the President still reserved powers for himself and White House staff. Carter had policies about a myriad of issues, but was particularly inclined not to share them with Congress. Other relevant material must be credited.

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 how accurate it is to say that the style of leadership of US presidents changed significantly in the years 1973–80. Arguments and evidence that the style of leadership changed significantly in these the years should be analysed and evaluated. Relevant points may include: • Nixon's role in the Watergate scandal revealed his leadership style to be 'crooked' and secretive. Such an approach changed after his resignation, as presidential style appeared more honest and open to public scrutiny • Ford's approach suggested a style different from Nixon's 'Imperial Presidency'. Ford, a former Congressional leader, was more amenable to the legislative process and knew how to keep Congress onside • The involvement of First Lady, Betty Ford in presidential projects seemed a pleasing change of style and contributed to the popularity of the White House • 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. Arguments and evidence that the style of leadership did not change significantly in these the years should be analysed and evaluated. Relevant points may include: • There was a continuity of style, with no general change in leadership characteristics, only a series of slightly differing approaches, reflecting the individual characters of successive presidents • Ford showed he was little different from his predecessors. John Dean claimed Ford had secretly stopped investigations into Watergate • Ford was tainted by rumours about his corporate friends taking special favours. The Carter Administration was also tainted by scandal: 'Billygate' and Bert Lance seemed to suggest Nixon's style had not been overcome • Each of the presidents surrounded themselves with seemingly secretive policy advisers associated with failure, from Nixon's 'president's men' and Ford's golfing partners to Carter's 'Georgia mafia'. 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 on to what extent Red Power improved Native American rights in the United States in the years 1973-80. Arguments and evidence that Red Power improved Native American rights in these years should be analysed and evaluated. Relevant points may include: • The American Indian Movement, nicknamed Red Power, won support in the national media, thereby achieving greater awareness of Native American rights, through the occupation of the Bureau of Indian Affairs (1972) • The confrontation with law enforcers at Wounded Knee, an iconic site for Sioux elders, and the deaths of two Native Americans, forced the federal government to confront housing, employment and policing discrimination • The Indian Self-Determination Act (1974) allowed tribes to assume responsibility for federally funded programmes through the American Indian Movement (AIM) and the Indian Health Service • Red Power was instrumental in supporting the founding of Indian colleges, and Indian Studies programmes at existing institutions, where ethno-historians like James Axtell endorsed Native American rights • The Red Power campaign led to the establishment of museums and cultural centres to celebrate Indian contributions, thus giving tribes the right to a place in the history of the United States. Arguments and evidence that Red Power did not improve Native American rights should be analysed and evaluated. Relevant points may include: • Life on the reservations, marred by poor housing and low rates of employment, changed very little, despite the work of AIM to win new legislation from Congress in the 1970s • Red Power sometimes provoked negative reactions. <i>Antoine v. Washington</i> (1975) appropriated from Native Americans the right to hunt and fish on all of their old grounds whether or not they were currently privately owned • Efforts by states and municipalities to disenfranchise Native Americans continued throughout the 1970s, despite attempts by AIM to bring violations of the Voting Rights Act (1965) to the notice of the courts

- | | |
|--|---|
| | <ul style="list-style-type: none">• The Indian Self-Determination Act was limited to a few tribes recognised by the federal government. Members of a state-recognised tribe were still subject to state law, where the tribe usually did not have self-determination. |
|--|---|

Other relevant material must be credited.



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 the Iranian hostage crisis was the most fundamental factor behind the declining support for Jimmy Carter during his presidency. Arguments and evidence that the hostage crisis was the most fundamental factor should be analysed and evaluated. Relevant points may include: • The failed military attempt to rescue the hostages in April 1980 marked a crucial turning point in public opinion against Carter during his re-election campaign • Carter tried to use the issue of hostages as a vote winner by announcing that the hostages might be freed soon, so when that did not happen voters were suspicious that Carter was ineffective and support for him declined • Carter's handling of the Iranian hostage situation, especially the loss of the US helicopters in the desert, was seen as a foreign policy disaster, signalling his declining authority, with Republicans promising a revival of US power • Carter's own party was not fully behind him even in re-election year, especially following the resignation of Cyrus Vance as Secretary of State, when Carter failed to consult him over the hostage rescue mission. Arguments and evidence that the hostage crisis was not the most fundamental factor, or other factors were more important should be analysed and evaluated. Relevant points may include: • Carter's attempts to free the hostages through an embargo on purchasing Iranian oil and freezing Iranian assets was popular, with the result that his approval ratings among the electorate shot up to more than 60 per cent • Carter lost support after Reagan won the 1980 election debate, asking 'Are you better off than you were four years ago?' Carter had been unable to do anything to improve the economic problems of stagflation and a weak dollar • Carter lost support during his presidency when a number of scandals came to light, e.g. 'Billygate', which marred his image as the moral alternative to Watergate sleaze • Carter alienated natural supporters, e.g. liberal Democrat voters, through

	his perceived pious Bible Belt views and also blue-collar supporters, who resented positive discrimination in favour of black Americans • Middle America envisaged a return to traditional values. The Religious Right courted evangelical Christians and many of this group ended their support for Carter in order to back the Republican appeal to the Moral Majority. Other relevant material must be credited.
--	---

Question	Indicative content
2	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 reasons for President Nixon's decision to resign the Presidency. Source 3 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 a former member of Nixon's White House staff, Hess was in a good position to gauge the thinking of Nixon's closest advisers about the pressure placed on him to resign - The writer was no longer a White House insider at the time of Nixon's impeachment, so he is more likely to have written objectively about the situation surrounding his resignation - The purpose of the source is to show that even Nixon's erstwhile political allies were putting him under pressure to resign. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences on the reasons for President Nixon's decision to resign the Presidency: - It suggests that the reasons for Nixon's resignation was driven by the changing opinion of his political allies and friends ('It took some time... Goldwater saw... Nixon was a lost cause.' 'the folks...made him.') - It provides evidence that Nixon resigned because there was proof that he had lied about the cover-up ('conversations... that made clear that Nixon had tried to cover up the bugging attempt.') - It claims that the release of unexpurgated tape transcripts was the key issue in Nixon's decision to resign ('...Scott, who had previously defended Nixon on the basis of an edited transcript of a Watergate tape...'). 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: - Based on the strength of the evidence presented and bipartisan support for the Democrat-led House Judiciary Committee, House leaders concluded that Nixon's impeachment by the House of Representatives was certain - The release of the 'smoking gun' tape was ordered by the Supreme Court in a case known as <i>United States v. Nixon</i>. It was the unanimous decision of the nation's highest court that pushed Nixon towards resignation - The key to Nixon's decision to resign was the content of a taped meeting with adviser, H R Haldeman, soon after the Watergate break-in, stating: 'We're back in the problem area because the FBI is not under control.'

Question	Indicative content
	Source 4 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 memoir by the President is to provide both a mild <i>mea culpa</i> and a rationale to the reader to explain his actions • The purpose was to show the President in a better light than the public had perceived at the time of his resignation four years earlier • These are the recollections of Nixon himself, unadulterated by political opponents. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reasons for President Nixon's decision to resign the Presidency: • It implies Nixon resigned for noble reasons, stepping down of his own volition to protect the integrity of the executive from a hostile legislature ('Once... forced to resign, ... Congress... could block his policies.') • It indicates that Nixon was resigning to avoid a tawdry impeachment process that would be political rather than a legal judgement ('My impeachment ... not... on the basis of law... I had to be removed.') • It indicates that Nixon perceived that the evidence of his criminality was damning and therefore he had no choice but to resign ('...the 23 June tape was damning ... So, I had no choice.') • It suggests that Nixon was steered towards the final decision, that the reason he resigned was on the advice of his adviser ('...I called my Press Secretary, Ron Ziegler, for an account of the morning news.'). 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 tapes showed the public that Nixon was not to be trusted, and society began to view him in a different light • Nixon's alternative was to face impeachment on charges of obstruction of justice, protection of those responsible, concealment, and the abuse of power by using the office of the presidency criminally on many occasions • With his complicity in the cover-up made public, the scandal implicating many members of the White House and his political support completely eroded, Nixon resigned. Sources 3 and 4 The following points could be made about the sources in combination: • Both sources agree that the release of incriminating tapes played a key role in Nixon's decision to resign • Both sources agree that a clear reason for Nixon's decision to resign was the impact of impending impeachment • Source 3 implicitly focuses on the damage Nixon would do to his party if he did not resign. Source 4 finds an excuse for Nixon not to resign; not resigning would aid future executive powers.

Section B: indicative content

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

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 the statement that the influence of television companies was the most significant feature that increased the popularity of sports in the years 1973–80.

Arguments and evidence that the influence of television companies was the most significant feature that increased the popularity of sports in these years should be analysed and evaluated. Relevant points may include:

- Popular American football games before 1973 were mainly confined to university campus stadiums. Owing to growing television rights, e.g. provided by CBS, the NFL grew a national following in this period
- Basketball underwent a huge growth in popularity as the National Basketball Association signed a lucrative contract with ESPN. Another contract, with USA Network, also brought new followers to the sport
- Sports such as boxing, ice hockey, motor sport and golf, all attracted new audiences through being signed up by major television companies, greatly increasing the popularity of these sports
- With massive exposure to millions of television viewers, sport became big business, allowing it to invest in giant stadiums that drew in family crowds.

Arguments and evidence that contradict the statement that the influence of television companies was the most significant feature that increased the popularity of sports in these years should be analysed and evaluated. Relevant points may include:

- Some of the USA's largest corporations increasingly sponsored sports during the period, e.g. Coca Cola and Hitachi. Their advertising, throughout many different media, popularised the sports they sponsored
- Large colleges increasingly promoted sports in this period, e.g. Notre Dame, in Indiana, attracted huge home attendances and nationwide support
- Small-town colleges built stadiums and sports centres that increased the popularity of sports in the community. The stadiums often attracted attendances larger than the number of students who attended the college
- Baseball players were household names, largely the result of radio and the newspapers. In this period, baseball grew in popularity due to these media, as football replaced baseball as the most-widely covered sport.

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 how accurate it is to say that the Iran hostage crisis was the main reason for Jimmy Carter losing support during his presidency. Arguments and evidence that the Iran hostage crisis was the main reason for Jimmy Carter losing support during his presidency should be analysed and evaluated. Relevant points may include: • The failed military attempt to rescue the hostages in April 1980 marked a crucial turning point in public opinion against Carter during his re-election campaign • Carter tried to use the issue of hostages as a vote winner by announcing that the hostages might be freed soon, so when that did not happen voters were suspicious that Carter was ineffective and support for him declined • Carter's handling of the Iranian hostage situation, especially the loss of the US helicopters in the desert, was seen as a foreign policy disaster, signalling his declining authority, with Republicans promising a revival of US power • Carter's own party was not fully behind him even in a re-election year, especially following the resignation of Cyrus Vance as Secretary of State, when Carter failed to consult him over the hostage rescue mission. Arguments and evidence that challenge the statement that the Iran hostage crisis was the main reason for Jimmy Carter losing support during his presidency should be analysed and evaluated. Relevant points may include: • Carter lost support after Reagan won the 1980 election debate, asking 'Are you better off than you were four years ago?' Carter had been unable to do anything to improve the economic problems of stagflation and a weak dollar • Carter lost support during his presidency when a number of scandals came to light, e.g. 'Billygate', which marred his image as the moral alternative to Watergate sleaze • Carter alienated natural supporters, e.g. liberal Democrat voters, through his perceived pious Bible Belt views, and also blue-collar supporters, who resented positive discrimination in favour of black Americans • Middle America envisaged a return to traditional values. The Religious Right courted evangelical Christians and many of this group ended their support for Carter in order to back the Republican appeal to the Moral Majority. Other relevant material must be credited.

Question	Indicative content
2	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 political impact of environmental issues during the Carter Presidency. Source 3 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 message by the President is to find ways for the Federal Government to deal with the problems caused to the environment by industrial pollution, backed by tough rhetoric about the situation • The President is earnestly seeking support from Congress for the implementation of environmental legislation by praising its previous record, setting out the urgency of reform and providing funding • While Carter's views on environmental damage represent the views of many, it may not reflect the views of Congressmen representing industrial cities. In a message hoping to persuade, Carter may tend to exaggerate. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences on the political impact of environmental issues during the Carter Presidency: • It suggests that Carter realised that industrial pollution is a pervasive problem that needed a managed response from national government ('grimmiest discoveries of the industrial era.', 'a coordinated federal effort') • It suggests that barriers to environmentalism are not due to a lack of legislation but to a lack of enforcement (no further... federal legislation should be necessary', 'move more decisively against the discharge') • It suggests that taking action to improve the environment is a political issue, with Carter's Democrats giving it more serious consideration ('a budget...three times greater than the previous Republican budget.'). 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: • Carter's commitment to a cleaner environment was well marked before he became President months before this message. He had worked on Georgia's conservancy programme as its Governor • As an engineer by training, it is possible Carter's inclination was to seek comprehensive and far-reaching solutions, putting welfare of people ahead of his own political ambitions by taking on industrial vested interests • Carter's bold, perhaps naïve, initiative to reform Federal water resources development policy met stiff resistance from key legislators in Congress, causing him to scale back his ambitions • Despite Carter's rhetoric, environmentalism always took a back seat to such central objectives as economic recovery, inflation and budget deficit control.



Question	Indicative content
	Source 4 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 magazine has a campaigning mission so the article may exaggerate the problem and/or play down the governmental response to environmental damage in order to elicit a more determined reaction • The purpose of the article is to bring an environmental disaster to the notice of politicians and the general public beyond the immediate region • The tone of the source in seeking political engagement in creating a cleaner environment is to appeal to the sanctity of humanity and to future generations ('birth deformities', 'anxiety as each baby arrived.'). 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences on the political impact of environmental issues during the Carter Presidency: • It gives evidence of the apocalyptic nature of the problems facing government environment agencies ('truly remarkable toxicity', 'damage the heart and liver, and cancer-causing') • It suggests that overcoming industrial interests proved to be a stumbling block to political action on environmental issues ('feared antagonising Hooker... the company provided desperately-needed employment') • It claims there was a cover-up at the heart of government when it was faced with evidence of the scale of the environmental problem at Niagara Falls ('hide the results until they could agree on how to present them') • It claims that government sought to deny the existence of a serious problem of toxicity within the environment by lampooning alleged victims of chemical poisoning ('characterised residents as hypochondriacs.'). 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: • A growing number of complaints to the Public Health Department led to the realisation that the Love Canal area was unsafe, prompting pressure groups and journalists to investigate other sites across the United States • President Carter asked Congress for legislation establishing a \$1.6 billion fund to enable government to respond to toxic hazards across the USA • Love Canal was a major turning point that shaped the solution to problems in the environment. It is seen as the beginning of the anti-toxics movement and was a landmark event in the struggle for compensation • Despite much political opposition, by the end of his term in office, Carter had advanced the cause of environmental protection. Sources 3 and 4 The following points could be made about the sources in combination: • Both sources agree that the political impact in dealing with toxic waste was a major problem • There are contrasting views about political responses to environmental emergencies. Source 3 focuses on opening the way to government action and Source 4 emphasises the political obstructions that such action faced • While both sources agree that dealing with toxic waste was an important issue, Source 3 is much more optimistic about change through action by the nation's leadership. Source 4's writer offers little hope.

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



Question	Indicative content
2	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 Reagan Presidency on the size of the federal government budget deficit. Source 3 - 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: ☐ Jerry Hagstrom is in a good position to know about the impact of the Reagan Presidency on the size of federal government budget deficits. He is a professional political journalist contemporary to the period ☐ Hagstrom is assessing Reagan's contribution to the size of federal government deficits even before he has left office, so it is not possible to judge whether there will be a lasting impact ☐ Hagstrom is writing a balanced assessment and sees an impact both on reducing and increasing federal government budget deficits. - The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of the Reagan Presidency on the size of the federal government budget deficit: ☐ It indicates that Reagan tried to reduce federal interference in business despite world pressures indicating this would be difficult: ('An international over-production in grain ... Reagan tried to get the government out of agriculture') ☐ It provides evidence that Reagan was not always successful in reducing congressional influence and by implication the size of federal government budget deficit, even within his own party: ('a move that was stopped by both Democrat and Republican members of Congress') ☐ It indicates that Reagan's defence expenditure inhibited any attempt to reduce the size and scope of federal government influence on the economy and compensated for any reductions in social expenditure: ('...defence build-up ... toward military production') ☐ It provides evidence that Reagan's defence policies put the size of federal government spending on a par with previous Democrat administrations, the opposite to what Reagan had intended: ('...turned the Reaganites into economic activists ... similar to previous Democrat schemes'). - 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: ☐ Reagan called for a 'New Federalism' to transfer federal government spending to the states, with mixed results ☐ Deregulation of finance and environment backfired, necessitating increased federal expenditure - e.g. in the Savings and Loans scandal ☐ Although there were some reductions in domestic federal expenditure Reagan failed to balance the budget because he couldn't reduce the scope of a Congress determined to defend domestic programmes ☐ Overall, Reagan hindered the progress the US had made towards a welfare state, halting Democrat-style interventionist spending and beginning to reverse it, but defence programmes ensured that big deficits remained in place.



Question	Indicative content
	Source 4 - 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 tone suggests a relatively negative view of the ability of the Reagan Administration to change the size of federal government deficits ☐ The date of the memo indicates an immediate response to Reagan's revolution in government (during the second term) - no hindsight possible ☐ The nature of the source, a memo to students of Mises Institute Business School suggests that the writer of the article is trying to give a factual appraisal of Reagan's policies ☐ We might expect a free market economist to write in praise of the President, but the writer does not take a sycophantic view of Reaganomics - there is clear disappointment ('myths') that the reforms have not gone far enough. - The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of the Reagan Presidency on the size of federal government budget deficits: ☐ The memo suggests members of the congressional Republican party were shocked at Reagan's failure to deal with the size of the deficit, but they acquiesced in an increase ('...just this once'), hoping for a future cut ☐ It condemns Reagan for passing the buck to Congress for his failures to cut spending and for taking actions which actually increased the size and scope of government spending ('trying to make Congress take the blame') ☐ It indicates the failure to reduce government size and scope is universal and not restricted to a few necessary exceptions ('wherever we look...') ☐ It suggests Reagan's aims are inconsistent at best, hypocritical at worst: ('the proposer of the biggest deficits in American history has been calling vehemently for a Constitutional amendment to require a balanced budget'). - 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 1981 Omnibus Reconciliation Act and Economic Recovery Act aimed to cut over 300 government programmes and thereby reduce federal government deficits e.g. cuts to federal welfare provision for the poor ☐ The Job Training and Partnership Act (1982) devolved responsibility for unemployment programmes to the private sector, thus reducing the size and scope of federal government expenditure, reducing the deficit ☐ Middle class entitlement programmes of social security, Medicare, military and federal pensions actually grew, increasing the deficit ☐ The aim of the Gramm-Rudman Act (1985) to reduce the federal budget deficit to zero was not realised by the end of Reagan's Presidency. Defence expenditure ran up a huge and growing deficit. Sources 3 and 4 The following points could be made about sources in combination: ☐ Both sources indicate that Reagan fell well short in his ambition to reduce the size and scope of federal government budget deficits ☐ Both sources suggest that defence expenditure was a key inhibitor to overall reductions in government spending, raising the deficit ☐ The sources contrast in their purpose – while both explain the inability to reduce big deficits, the tone of Source 4 is more scathing. Source 3 excuses Reagan, while Source 4 sees him as insincere and willing to blame others.

Section B: indicative content

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



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 traditional values were most responsible for political divisions in the USA in the years 1981–92. Arguments and evidence that traditional values <i>were</i> most responsible for political divisions in these the years should be analysed and evaluated. Relevant points may include: • The Religious Right influenced the Reagan administration, persuading him to appoint conservative justices to the Supreme Court. This raised political divisions, as liberals found their causes on gender equality blocked • Phyllis Schlafly led a Catholic campaign against the pro-abortion decision <i>Roe v Wade</i> which developed through the National Right to Life Committee and amplified the political split with the pro-choice liberals • Conservative Protestants led a campaign against moves to secure the Equal Rights Amendment, ensuring continued political division as its supporters were accused of being against traditional family life • The Religious Right's opposition to homosexuality limited Reagan's reaction to the spread of AIDS, infuriating gay rights organisations. On Columbus Day 1987 half a million demonstrators in New York demanded better funding. Arguments and evidence that traditional values were <i>not</i> most responsible for significant political divisions, or that other issues were more important, should be analysed and evaluated. Relevant points may include: • Despite election campaign promises, Reagan failed to deliver very much on the Moral Majority's agenda, minimising political divisions • Major political divisions during the Republican years were caused by economic changes which Democrat majorities in Congress opposed on the grounds that they widened the gap between rich and poor • Many political divisions concerned Reagan's attempt to redefine the relationship between federal government and the states, to cut federal spending. This policy was rejected by Democrats in Congress • In 1992 Bush Sr raised income tax and cut federal spending, alienating Republicans and Democrats respectively. The political divisions were so great that he was not elected for a second term. 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 how accurate it is to say that President Reagan's economic policies damaged rather than improved the US economy in the years 1981-92. Arguments and evidence that Reagan's policies damaged the US economy should be analysed and evaluated. Relevant points may include: • 1981-82 saw a deep recession, in part a result of the Federal Reserve raising interest rates to 21.5%. An over-valued dollar made American goods more difficult to export and led to a worsening of the trade deficit • By 1982, unemployment had risen to 10.8%, with consequences for unemployment benefits and tax take. Unemployment averaged 7.7% over the whole administration, compared with 6.4% before 1980 • The income of the poorest 20% fell by more than a tenth in the years 1981-92, while the income of the top 20% increased by a fifth, hugely enlarging the gap. This damaged the balance of the economy • The national debt doubled in the years 1981-84, with a budget that consistently ran a deficit of 5% every year. By 1992 just over 6% of the nation's GNP went towards paying interest on the national debt • Reagan's efforts to deregulate the economy resulted in a Savings and Loan scandal that exploded in his second term, resulting in taxpayers being asked to cover probable losses of \$64 billion by the time of his final budget. Arguments and evidence that Reagan's policies did not damage but improved the US economy should be analysed and evaluated. Relevant points may include: • The Economic Recovery Tax Act (1981) cut personal taxes by 25% across the board, stimulating consumer spending • From 1983, a recovery was underway, with inflation down to 3.2% (from over 10% in 1981) and a growth rate of around 5-7% in late 1983-84 • Unemployment fell after 1982 due to the great increase in defence spending. This injection into the economy fuelled economic recovery • Federal deregulation of markets and lending can be argued to have contributed to later booms, beginning in the Bush administration.
	Other relevant material must be credited.



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 about the extent to which the years 1981-92 were a time of deterioration in racial tolerance and integration. Arguments and evidence the years 1981-92 were a time of deterioration in racial tolerance and integration should be analysed and evaluated. Relevant points may include: • Racial tolerance deteriorated because traditional civil rights organisations lost support and so became less effective in mobilising black Americans to integrate with white America as society became more individualistic • Perceptions of black Americans, particularly young men, became more negative and Reagan's crime policies led to greater intolerance by law enforcers, with more blacks going to prison • Social problems grew, with an increase in HIV/AIDs, family breakdown, gang violence and drug use, creating a perception of an 'underclass' of black Americans who were not tolerated by mainstream society • A series of Supreme Court cases dramatically challenged the integration of racial minorities in employment, e.g. <i>Patterson v. McLean Credit Union</i> held that the Civil Rights Act is powerless to address racial harassment in work • In <i>Lyng v. Northwest Indian Cemetery Protection</i>, the Supreme Court ruled against a Native American challenge to the violation of their ancient homelands, adding to the intolerance of Native American culture. Arguments and evidence that the years 1981-92 were not a time of deterioration in racial tolerance and integration should be analysed and evaluated. Relevant points may include: • The shift in social attitudes, with overt racial intolerance no longer acceptable in public places, led to the strengthening of the Fair Housing Act and the Civil Rights Restoration Act encouraged further integration • In workplaces and the domestic environment, racial integration was overwhelmingly accepted according to opinion polls. This led George H W Bush to support the 1990 Civil Rights Bill challenging job discrimination • By the mid-1980s 40% of black families had acquired middle-class status. Family members went to college and were employed in public services, skilled and professional jobs that were previously closed to them



- Reagan's 1986 Immigration Reform and Control Act paradoxically granted amnesty to nearly three million illegal immigrants, a marked increase in tolerance effectively given especially to Hispanic Americans.

Other relevant material must be credited.



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 about whether the most significant impact of the AIDS crisis on US society, in the years 1981-92, was an increase in discrimination against the gay community. Arguments and evidence that the most significant impact of the AIDS crisis on US society in these years was an increase in discrimination against the gay community should be analysed and evaluated. Relevant points may include: • The official report, 'The Social Impact of AIDS in the United States' (1993), indicated a constant theme: the stigma, discrimination, and inequalities of the AIDS epidemic towards gay communities

- The expense incurred in treating the disease caused insurance firms to use all available discriminatory arguments, including stigmatising gay culture, to avoid enrolling AIDS patients, the majority of whom were gay
- AIDS impacted Christians, especially the Religious Right, whose discrimination linked early church pronouncements on plague as God's punishment for sinfulness with the sins of male homosexual cultural norms
- The sheer scale of the 1987 National March on Washington for Lesbian and Gay Rights, calling for an end to discrimination against AIDS sufferers – it was attended by 200,000 people - indicated the impact of discrimination.

Arguments and evidence that other features were the most significant impact of the AIDS crisis on US society / discrimination against the gay community was not significant in these years should be analysed and evaluated. Relevant points may include:

- The greatest impact of the disease on society was in the huge loss life and permanent trauma to all those who remained to live with the disease
- The steady shift of AIDS from the gay community to intravenous drug users and their sexual partners, especially in poorer urban communities, impacted on the cultural norms of a chastened wider society
- Many churches fought discrimination against gay communities and engaged in extensive programmes for the care and support of persons with AIDS, becoming non-discriminatory educators about prevention
- When sports icon, Magic Johnson, revealed his HIV status in 1991, it put a human face on the disease and alleviated some discrimination. It was not just a 'gay disease' anymore. Johnson was not gay or a drug user
- Knowledge that AIDS had been contracted by recipients of blood transfusions lessened the stigma of AIDS as 'the gay disease'.

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 to what extent President Reagan's economic policies were successful in the years 1981–88. Arguments and evidence that Reagan's economic policies were successful in these years should be analysed and evaluated. Relevant points may include: • The 1981 Omnibus Reconciliation Act and Economic Recovery (Tax) Act cut over 300 government programmes, reducing federal government deficits in many areas in the first term, e.g. cuts to federal welfare provision • The Job Training and Partnership Act (1982) devolved responsibility for unemployment programmes to the private sector, thus successfully reducing the size and scope of federal government expenditure in that area • Reaganomics - supply-side economics - encouraged the reduction of obstacles, such as taxes, to allow consumers to spend and stimulate the economy. Reagan presided over average annual growth rates of 4% • Reaganomics helped lower unemployment and inflation, thereby ending the 1981-82 recession. The reduction of taxes on corporations allowed for a great expansion in manufacturing and the purchase of needed equipment. Arguments and evidence that Reagan's economic policies were not successful should be analysed and evaluated. Relevant points may include: • Reagan's 'New Federalism', to transfer federal government spending to the states, largely failed. He abandoned his federalism principles when they faced other specific issues, interests, and objectives that contradicted them • Deregulation of finance and the environment backfired, necessitating increased federal expenditure, e.g. in the Savings and Loans scandal • Although there were some reductions in domestic federal expenditure, Reagan failed to balance the budget because he couldn't reduce the scope of a Congress determined to defend domestic programmes • The aim of the Gramm-Rudman Act (1985) to reduce the federal budget deficit to zero was not realised, as the demands of defence spending sent the deficit spiralling out of control. Other relevant material must be credited.

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 about whether, in the years 1981–92, it was film, rather than television, that was more prominent in highlighting controversial social issues in the USA. Arguments and evidence that film was more prominent in highlighting controversial social issues in these years should be analysed and evaluated. Relevant points may include: - Films had a great influence in highlighting racial controversies, e.g. <i>Mississippi Burning</i> raised the hackles both of white supremacists in the South and of liberal supporters of the civil rights movement - Film audiences were forced to confront the scourge of gun violence, as well as the cost of vengeance and police brutality, especially at the time of the LA riots and the Rodney King incident, e.g. <i>Boyz 'n the Hood</i> - The issue of drug gangs and violence in the big cities was highlighted in many films, e.g. disturbances and acts of violence in cities like New York and Los Angeles in films like <i>New Jack City</i> - Social controversies between conservatives and liberals about homosexuality, especially in the context of the AIDS crisis, were highlighted by Hollywood, e.g. <i>Kiss of the Spider Woman</i> - Discussion about unacceptable discrimination and the poor treatment of the differently-abled was often highlighted by film, e.g. <i>My Left Foot</i>. Arguments and evidence that television was more prominent in highlighting controversial social issues in these years should be analysed and evaluated. Relevant points may include: - The social debate surrounding the arms race, especially the effects of a nuclear winter, was highlighted in many documentary programmes, e.g. <i>The Day After</i> - Television often highlighted controversies surrounding Reagan-era conservative social norms by exhibiting non-traditional models of the perfect family, e.g. <i>The Cosby Show</i> - Several programmes that championed non-nuclear families, e.g. <i>Murphy Brown</i>, about an ambitious single mother, challenged Vice President Quayle's campaign for a return to traditional values - Solutions to the problem of alcoholism in America's big cities were debated as a result of issues raised in a number of popular sit-coms, e.g. <i>Cheers</i> - MTV highlighted a social controversy that few black artists made it on the air. MTV attracted racial outrage when black artists were rejected because they did not fit the 'album-oriented rock' format of MTV. 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 how significant campaigns for traditional values were in causing the political divisions evident in the USA in the years 1981-92. Arguments and evidence that campaigns for traditional values were significant in causing the political divisions evident in the USA in these years should be analysed and evaluated. Relevant points may include: • The Religious Right influenced the Reagan administration, persuading him to appoint conservative justices to the Supreme Court. This raised political divisions, as liberals found their causes on gender equality blocked • Phyllis Schlafly led a Catholic campaign in favour of family values in the election campaign of 1980, amplifying the political split with liberals. Reagan was sensitive to her polarising effect, even within his own party • Conservative Protestants led a campaign against moves to secure the Equal Rights Amendment, ensuring continued political division, as its supporters were accused of being against traditional family life • The Religious Right's opposition to homosexuality limited Reagan's reaction to the spread of AIDS, infuriating gay rights organisations. On Columbus Day 1987, half a million demonstrators in New York demanded better funding. Arguments and evidence that campaigns for traditional values were of limited significance / other issues were significant in causing the political divisions evident in the USA in these years should be analysed and evaluated. Relevant points may include: • Despite election campaign promises, Reagan failed to deliver very much on the Moral Majority's agenda, minimising any political divisions arising from campaigns for traditional values • Many significant political divisions concerned Reagan's attempt to redefine the relationship between federal government and the states, to cut federal spending. This policy was rejected by Democrats in Congress • Reagan's passion for greatly increased military spending was significant in causing divisions with left-wing Democrats • Widely differing attitudes to economic thinking were exacerbating political division. For example, in 1992, George Bush Sr. raised income tax and cut federal spending, alienating Republicans and Democrats respectively. Other relevant material must be credited.

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 about how far campaigns for traditional values were most responsible for divisions in American society in the years 1981–92. Arguments and evidence that campaigns for traditional values were most responsible for divisions in American society in these years should be analysed and evaluated. Relevant points may include: • The Religious Right influenced the Reagan administration, persuading him to appoint conservative justices to the Supreme Court. This raised political divisions, as liberals found their causes on gender equality blocked • Phyllis Schlafly led a Catholic campaign against the pro-abortion decision <i>Roe v Wade</i> that developed through the National Right to Life Committee and amplified the split with the pro-choice liberals • Conservative Protestants led a campaign against moves to secure the Equal Rights Amendment, ensuring continued political and social divisions as its supporters were accused of being against traditional family life • The Religious Right's opposition to gay rights limited Reagan's reaction to the spread of AIDS, infuriating gay rights organisations. On Columbus Day 1987, 500 000 demonstrators in New York demanded better funding. Arguments and evidence that other features were most responsible for divisions in American society in these years should be analysed and evaluated. Relevant points may include: • Considerable divisions in American society were caused by the changing status of ethnic minorities, especially in controversies about immigration • The impact of black American success in politics, business, sport and popular culture caused tensions among poorer whites, especially in the South • Major social divisions during the Republican years were caused by economic changes that Democrat majorities in Congress opposed on the grounds that they widened the gap between rich and poor • The development of third wave feminism, with its targeting of social class, as well as the impact of women in politics and the workplace, led to divisions within the feminist community itself. Other relevant material must be credited.
--	---

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 about the statement that, in the years 1980-92, it was the role of television that brought about the most significant changes in youth culture. Arguments and evidence that, in these years, the role of television brought about the most significant changes in youth culture should be analysed and evaluated. Relevant points may include: • The 1980s was a decade of transformation in television. Cable and satellite television became more accessible and therefore, more popular, leading to a revolution in the young consumer's choice of programming • MTV, the world's first TV video channel, completely revolutionised pop culture. An artist's appearance, visual storytelling ability, dance skills and fashion sense became more immediately important than his or her vocals • VCRs and camcorders, linked to a TV, became affordable. Youths could watch recently-released films, sports events and concerts, as well as making home movies more easily – significantly changing viewing habits • There was a new trend of TV shows based on toys and other product lines, e.g. <i>He-Man</i>, <i>Transformers</i> and <i>GI Joe</i>. These children's programmes significantly changed young children's preferences for toys and play • Cable TV had a detrimental effect on children's popular cultural experience, particularly through its emphasis on violence and sex. Arguments and evidence that contradict the statement that, in these years, the role of television brought about the most significant changes in youth culture should be analysed and evaluated. Relevant points may include: • Purchasing of home computers experienced explosive growth and gaming computers and consoles of the 1980s emerged, with (e.g.) <i>Pac Man</i> and <i>Street Fighter</i> causing a revolution in young people's entertainment • CDs, combined with the associated Sony Walkman and boomboxes, gave young people a completely new mobile pop culture experience • During the 1980s, food courts became a staple of the youth shopping mall experience and of suburban culture, where teenagers, in the era before cell phones, could congregate • New cinematic special effects reinvigorated youth turnout at the movies, as their use in (e.g.) the <i>Star Wars</i> films: <i>The Empire Strikes Back</i> and <i>Return of the Jedi</i>, set the scene for cult following of space films • The 1980s saw the high school film cementing itself in youth culture, often embedding ideas about skipping school, dating 'wrong' kinds of people, or highlighting that every young person is different, e.g. <i>The Breakfast Club</i>. Other relevant material must be credited.