

Examiners' Report

June 2018

GCE History 8HI0 2H

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Introduction

With a much reduced candidate entry across all the AS History options it is clear that centres are concentrating AS entry on students who may not be moving on to A Level. With large numbers of strong A Level candidates missing from this year's AS entry it was noticeable that there was a smaller percentage of candidates scoring at higher levels, especially in Section A, where source analysis, with its emphasis on value and weight, is not fully appreciated by weaker candidates.

The paper was divided into two sections: Section A was aimed at the in-depth evaluation and analysis of source material and Section B focused on the evaluation of key features in depth, exploring cause, consequence, change, continuity, similarity, difference and significance. It was clear that standards in Section B continue to be higher than those in Section A and it seems clear that many candidates at this level find the concept of making an inference from the material within the source is too difficult. In addition, teachers and candidates need to follow the requirements of the Section A mark scheme carefully in order to be clear about what is meant by 'value' and 'weight'. It is worth repeating the observation from last year that some candidates continue to write too much generalised comment without regard to the source material, or paraphrase the source without considering its value or (part b) reliability. The major weakness was often in considering the provenance and comments were too often stereotypical, or too often missing entirely. We remind centres that candidates should assess 'weight' by using contextual knowledge **to challenge or confirm** what is in the source, or to discuss the values of its audience, rather than just claiming that the source discusses an aspect of the topic, so it must have weight. It is also necessary to analyse the nature, origin and purpose of the source through its provenance in order to assess weight. As before, many responses were largely made up of comments about what is missing from the source, suggesting that this made it less valuable, or carry less weight. Credit is given to comments about what is not in the source only if it is possible to show that this material is missing for a reason, for example because the source is a deliberate piece of propaganda, or, for example, the author is not in a position to comment about key issues and that for this reason the source is unrepresentative. The tendency for candidates to score better in Question 1/2(a) than in (b) was even more marked this year than last, perhaps because 'weight' is not yet fully understood. The detailed knowledge base required to add contextual material was often good, but candidates need to understand that contextual knowledge must be linked to what is in the source and used to confirm or challenge inferences from the source itself, as well as to assess value or weight in the ways described above. Too many candidates are ignoring the substance of the source material and writing detailed material about the theme in general. A reminder: AO1 is not assessed in Section A.

There was little evidence on this paper of candidates having insufficient time to answer both questions. The ability range was very diverse, but the design of the paper allowed all abilities to be catered for. The continuing improvement in essay writing is pleasing at the higher levels, but it was noticeable that weaker candidates produced wholly descriptive essays devoid of analysis. Lack of knowledge was clear on individual questions and we strongly advise teachers and candidates to pay careful attention to the wording of the specification, as the full range of topics is open for assessment. Candidates continue to identify key themes in an introduction and to make a judgement in a conclusion. The candidates' performance on individual questions is considered in the next section.

Question 1

Question 1(a) Strong responses had a clear focus on the value of the source in terms of the problems associated with the trading in shares during the 1920s bull market. At the highest level, candidates selected key points from the source and made valid inferences about them, supporting each one with their own knowledge of the historical context of, for example, careless speculation, favours offered to large corporations and buying on the margin. Comments about provenance were thoughtful and may have considered that the fact that the journalist was working undercover might have improved the veracity of his report, or that the magazine's mission was to root out corruption in share dealing. However, very few candidates were able to make anything of the fact that the FBI had its eye on the publication and weaker responses simply wrote generally about a primary source with a journalist observing a broker's office, without accessing the source or considering its value. The title 'Brokers and Suckers' offered a lead into a discussion about the morality of share dealing which was missed by many candidates. Too many candidates only made stereotypical comments about a journalist being unreliable.

Question 1(b) Weaker responses indicated that candidates did not understand the need to make inferences from the source, for example about Huey Long's hold over the Roosevelt administration. Many candidates failed to make inferences and simply supported quotations with their wider knowledge about the 'Share Our Wealth' programme. Weaker candidates gave little weight to the source simply because the writer was Huey's son. Others missed out any comment about the provenance, even the political experience of Russell, or his age at the time of the events he is describing. However, stronger candidates linked the direction the New Deal was taking with the implication in the source that Huey Long was largely responsible for it.

A response from Question 1(a) that scores well on bullet points 1 and 2 (understanding and contextual support), but less well on bullet point 3 (evaluation).

For a good response to a (b) question, refer to Question 2(b).

(This is for part (a)) The source is extremely useful to a historian when looking into the bull market of the 1920's. Many Americans saw the stock market as an opportunity to get rich quick. As long as the prices of shares continued to rise the system worked. Source 1 is extremely useful in helping the historian understand the weaknesses of the US banking system, and the practices which inevitably led to the crash. The source explains that the broker was buying stock "unlimited on the stock market". Already this is an issue as how can these sales be regulated and made sure the buyer has enough money for the sale. The source also says "offered the best prices to the largest customers". This only helped to fuel the division in the distribution of wealth in the USA. This meant that only so much consumption of goods and shares could happen and that the time of economic boom and growth was limited. Source 1 goes on to explain that the average person does not have a clue what is going on. This is because there was no way of regulating the stock market. The federal government adopted a policy of laissez faire and allowed the stock brokers free range. Source 1 is extremely valuable in showing the unscrupulous nature of stock/share speculation that was going on and which inevitably led to the wall street crash. What is interesting about the source is the date that it was written in 1928 at the height of share speculation and trading them. There is no inclination that a crash may be on the horizon even though some economists at the time believed that this level of economic prosperity could not be kept up. The language that is used in the source is almost as if the broker is

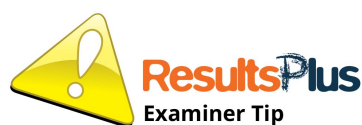
(This is for part (a)) boasting and is proud of the methods which they use. 'suckers are born every minute' is joking that the rich can get away with being rich and the poor are completely unaware. ~~However the source does not~~. The source does however fail to mention about regular people buying shares on the margin, using a loan to buy the majority of the share. This was a huge issue in the Bull market as only worked when could sell shares for a higher price, when prices fell were not making profits and had no money to pay back loans from the bank. Buying on the margin was also seen as a huge problem of the Bull market.

On the other hand source 1 is incredibly useful still. The tone of the source almost gives off this sense of arrogance from the broker. "Win or lose we get our commission". This relates to the fact that many believed that the boom would continue and ~~get~~ have no cycle or depression. Even when the crash hit many actual brokers were not that badly effected it was the everyday speculator who had ~~to~~ risked everything on "the glamour of easy money" as source 1 puts it.

Overall I think that source 1 is extremely valuable to the historian when looking at issues related to the bull market and the problems related.



In this response from Q1(a) the candidate makes inferences and supports them by quotation and paraphrase from the text. Note the way this is achieved on the second page. Contextual knowledge is added throughout to confirm the inference and add explanation. However, the only evaluation of the source is in the mention of its date being just before the Wall Street Crash (it could have done more with this) and the attempt to show what is missing from it. No credit for the latter is given unless a candidate can show (e.g.) that the writer was not in a position to comment on a fundamental feature, or he/she had omitted relevant information deliberately owing to some aspect of provenance. This is not so in this response, so it is assessed at clear Level 3 for bullet points 1 and 2, but a Level 1 on bullet point 3. This reduces the overall mark to high Level 2.



Look at the detail of the provenance of the source to see what might give weight to the source - e.g. in this case the role of the author. Challenge or confirm the veracity of the source by using contextual 'own knowledge' to discuss value.

Question 2

Question 2(a) The most successful candidates had a clear knowledge of the abortion issue and could put the source's origins into a specific context about the depiction of political and social tensions on TV in the 1970s. While some latched on to *Roe v. Wade* and saw it purely as a question about that, others paid no attention to the position of the writer of the source and offered lengthy responses about the women's movement in the late 1960s. Comments about provenance were variable in quality. Most candidates picked up on Beale as a liberal, but the best responses noted that *Tribune* was employing him in the wake of the conservative ascendancy of the past decade or so, perhaps as a challenge to the Religious Right.

Question 2(b) The most striking weakness of candidates was in the tendency to pick out a phrase, usually about back-alley abortions or segregated lunch counters, in order to demonstrate a wide knowledge about the events of the 1960s without linking them to the source material. The best responses made inferences from the source, for example that the Bork nomination to the Supreme Court was as much about an attack on the advancements made in civil rights as about Reagan's policies. There were many stereotypical comments about provenance, especially that Kennedy was a liberal Democrat, so the source had no value in assessing conservative policies. The best candidates noted that the attack on Bork was probably personal, as it was Kennedy's brothers' policies that were coming under attack. Strong candidates picked up the hyperbolic tone of Kennedy's vision of Reagan's America and used it to challenge the weight of the source by using contextual knowledge to confirm or refute its content.

An assured response to Question 2(b), assessing weight.

For a good response to an (a) question, refer to Question 1.

(This is for part (b)) Source 4 carries a significant amount of weight in the enquiry into the political divisions during Reagan's presidency in the 1980s.

A strength of the source is that it suggests how the nomination of Bork was a clear point during the 1980s that highlighted how huge the political divisions were at this point, due to opposing political views. The source suggests that Kennedy "oppose(s) the nomination of Robert Bork" due to his "Conservative vision", which emphasises how many people began to gravitate away from the strict Republican views that were cemented in society due to the emergence and maintenance of a liberal society that caused conflicting views. Bork was an outspoken opponent of abortion, civil rights act and affirmative action and worked under Nixon - his ideas captured the embodiment of the 'perfect Republican' which Reagan and Simpson supported, however the opposition and rejection of his nomination from a Democrat

(This is for part (b)) controlled Congress 58 to 42 votes accentuated how many Democrats, such as Kennedy, believed it was too extreme, especially for the "next generation of Americans". This shows the source carries weight as it emphasises the great extent political divisions had come, due to opposition from the Democrats who preferred a liberal society.

Another strength of source 4 is that it suggests how these political divisions appeared in the first place - due to social division. The source emphasises how "women would be forced into back-alley abortions" and "writers and artists would be censored" which suggests how the influence of the Religious Right had caused this political division to occur. Phyllis Schlafly led campaigns against abortion, which led to the National Right to Life Committee having 11 million members and the CWA having 500,000 supporters, that outnumbered the Women's Organisation Movement. This

(This is for part (b)) emphasises how the contradicting social views of the Religious Right and the liberals, that was shown through the protests during the AIDS crisis, consequently led to the development of political divisions that was between the Liberals who wanted more freedom and Republicans like "Robert Bork" had wanted to "impose" factors that would reverse the progress. Therefore, the source carries a lot of weight as it suggests the origins of political divisions.

However, a limitation could be that it does not mention another catalyst to the growth of political divisions - Reagan's economic policies. The source focuses on the social aspects of this divide that would "tip the scales of justice" but does not mention how his 1981 Economic Recovery Tax Act cut taxes by 25%, that did increase GNP by 11% but also only benefitted the rich - by the end of his presidency, the top 20% of earners had their income rise by 2.5% whilst the bottom 60%

(This is for part (b)) dropped. This suggests how many Democrats began to stray away from the Republican ideas of 'supply side economics' that penalized the poor. The source therefore carries limited amount of weight as it fails to suggest how Reaganomics deepened political divisions.

The provenance ~~is~~ carries a significant amount of weight as to why political divisions grew. It is extremely reliable as the purpose is to suggest the reasons why Bork, a traditional "conservative" should not be influencing society - it doesn't manipulate ~~to~~ suggest Democrats are better but is simply to ~~is~~ highlight the negative consequences this "conservative vision" would cause, and providing examples to prepare for ~~the~~ backlash from the Conservatives - some may say this "speech" is to put Republicans in a bad light as it is to promote liberal policies as a democrat, but as a

(This is for part (b)) "politically-influential" individual, Kennedy has lots of experience in the politics therefore uses a calm and understanding tone to highlight how political divisions will grow further if Bork is nominated, due to the liberal "next generation" that will protest at his views. Written in 1987, at the height of Reagan's presidency and political divide, it gives an accurate representation of how huge this division was. Additionally, he could not use misleading information or manipulate knowledge as a speech is to connect with the Republicans and reiterate his own views.

In conclusion, Source 4 comes a lot of weight about the political division as it suggests the immense opposition for Republican views; using the nomination of Bork as an example, whilst highlighting the origins of social impact for this. Despite not mentioning the economic stimulus, it accentuates the most important factor to political growth which was opposition to the Religious Right.



In this response from Q2b the candidate evaluates the source by making relevant comments about the nature and purpose of the source. As the response also shows a range of ways in which the supported inferences can be confirmed through contextual knowledge and it also has a clear knowledge of the values and concerns of the 1980s, this allows the candidate to reach Level 4 in all three bullet points, although with slightly less assurance in bullet point 3, where the candidate is more concerned with value than weight and suggests that weight can be assessed by what is missing from the source. The second page does suggest, however, that weight can be assessed by confirming the veracity of the source using the candidate's contextual knowledge. This is one way that weight can be evaluated.



Use contextual knowledge to test the veracity of the source material and by so doing take account of what weight the evidence will bear.

Question 3

Weaker responses indicated two main problems in this question. First, there was often confusion about what constituted organised crime and secondly insufficient explanation about how the key features of the prohibition era led to its failure. Some candidates took too narrow a view, usually focusing solely on bootlegging or Al Capone, neglecting other reasons for the failure of prohibition. Elsewhere, whereas candidates often identified three or four criteria as issues in the prohibition era, they did not always identify the focus of the question, on its failure. The most successful candidates understood the need to identify three or four issues signalling the failure of prohibition and to reach a judgement about whether or not organised crime was the key factor. Indeed, this proved to be a popular mainstream question and there were some excellent responses weighing organised crime against issues like the travails of farmers, the inadequacies of the authorities, conflicts among politicians and the zeitgeist of the Roaring Twenties.

A L4 response

Between 1920 and 1933, American the Constitution forbade the sale, production or consumption of alcohol, any intoxicating liquor, classed as any liquid with 0.5% alcohol or more by the ~~the~~ Volstead Act. By 1933 the USA was technically 'dry' it was only in name, with drinking remaining common. One argument is that organised crime was the main reason for the failure of prohibition, although ultimately lack of public support played a more significant role in the failure of prohibition. To consider the key factors, longevity and impact of a factor must be examined.

Organised crime enabled drinking to remain common in cities. Bootleggers in gangs would smuggle goods, alcohol into the country from liquor taking them to speakeasies, secret drinking bars. This could happen due to the existence of organised crime, which grew both in size and in public conscience, as shown by Al Capone becoming 'Public Enemy number 1' in 1931. Organised crime was only able to grow so much in the prohibition era because people still wanted alcohol.

and were ready to pay for it, however, still showing that lack of popular support for prohibition was a greater reason for their failure.

From the start, prohibition, had lacked mass support, especially in the cities. Left Organisations such as the Women's Temperance Union who supported prohibition tended to be religious hardliners and lacked mainstream support, especially among the Eastern European immigrants whose drinking culture was a reason they called for prohibition. As a majority of people wanted to keep drinking they found ways round the rules, inevitably, either going to speakeasies or making moonshine, home-made alcohol. The lack of mainstream support for prohibition doomed it from the start as a nation of individuals like Prohibition were going to, & possibly, do as they wished.

Another important factor in the failure of the prohibition was the president's attitude towards it. When the 18th Amendment prohibition constitutional amendment was being made by Congress, the President vetoed it, ~~stop~~ but couldn't stop it being passed due to its overwhelming majority. This suggested that the President would not be helping to enforce prohibition, & a fact demonstrated by

President Warren G. Harding (1921-23), serving alcoholic drinks at White House receptions. By the President opposing and discrediting prohibition, Americans could see that prohibition would not and could not be enforced, encouraging them to also break prohibition law. However, this was not the most significant factor as while the President could ~~even~~ undermine prohibition by drinking it was already being undermined by millions of Americans drinking alcohol. The President serving alcohol was more him going in line with a majority of people than bowing them, showing once more that majority opposition and minority support doomed the prohibition.

Another important factor in the failure of prohibition was the difficulty of enforcing it. America had 3,000 prohibition agents and 6,500 miles of border, making it impossible for prohibition agents to stop or even significantly reduce alcohol-smuggling into America. To make matters worse, they were only paid \$2,500 a year, making it easy for gangs to bribe them, and make breaking prohibition even easier. The difficulty of enforcing prohibition was enhanced by organised crime, but the greatest problem was that a majority of people wanted to ~~break~~ break prohibition. If fewer people were had been trying to break prohibition rules then it would have been easier to ~~enforce~~ again enforce

prohibition, but due to minority support for prohibition, the prohibition era was a failure.

A further significant factor in the failure of prohibition was the rise of its political opponents. While most Republicans supported prohibition, the Democrats were divided between 'dries', supporters of prohibition, mostly in the south, and 'wets', enemies of prohibition who were mostly based in cities in the north. The most important example of a wet is Roosevelt, who abolished prohibition when he came to power. As Roosevelt was officially ended the period of prohibition he had a significant role in the failure of prohibition and represented the new interventionist Democrats who had taken Congress. However, as long before prohibition officially ended it was not being followed, and the wet Democrats only had one moment of impacting prohibition and that was at the very end of prohibition - shutting it down. ~~for~~ This means that the political opposition was not a significant factor for enough of the prohibition era for it to be considered the main factor in the failure of the prohibition, unlike the lack of popular support which had a sustained and significant impact on prohibition.

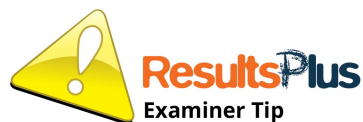
~~The era of prohibition was a total failure in terms of the state's ability to control its population~~

It is undeniable that prohibition in America was a near-total failure, and for several different reasons. While organised crime was crucial in guaranteeing the failure of the prohibition, it came out of a high demand for alcohol which created a new market that organised crime ^{could exploit} to ~~support~~. Without the ~~rise in demand~~ ~~demer~~ support for prohibition amongst a majority of the public it was impossible to enforce, and the public voted against prohibition, amongst other things, when 27.8 million voted for Roosevelt in 1932. The failure of prohibition. The key factor in the failure of prohibition was clearly its limited popularity and large opposition, demonstrating the limits of power a state has over its citizens.



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This Level 4 response shows a well balanced argument which maintains a sustained relevance to the focus of the question. The strength of the response is that the candidate identifies some of the most important elements of prohibition and debates the degree to which they caused its failure, balancing one factor against another. The trend of the argument is set out in the introduction and there is a judicious conclusion. Notice that the candidate has made judgements throughout, adding to the sustained nature of the substantiation.



Allow enough time and space in the essay to write a substantial and well-considered conclusion that judges the extent to which the argument suggested by the question is confirmed or challenged. The basis of the judgement is that one aspect is more important, influential or significant. The best candidates will be able to compare the relative importance (etc) of all the key features they have outlined.

Question 4

Candidates often found this question relatively accessible, with some excellent knowledge about the experience of ethnic minorities during World War II. However, many were less sure about which of these experiences were driven by federal government actions. Some candidates listed three or four alternative factors in changing status but were unconvincing about whether or not the government was responsible. Others were very clear about what the federal government actions were, but could not link these to changes of status. The best candidates identified key federal government actions, such as Executive Order 8802, to show how or whether employment status changed for ethnic minorities, or Executive Order 9066, to show how the liberties of Japanese Americans changed. Most candidates mentioned the use of native Americans for coding work, but did not show how this changed their status, missing the fact that far more native Americans had their residential status changed by the War Powers Act. Many candidates saw war work in general as an action by the government without justifying this conclusion. The best responses moved beyond black Americans and native Americans to consider Hispanic Americans, or specifically female ethnic minorities.

A Level 2 response

During the years 1941-45, the war was able to have more impact on the ethnic minorities than the New Deal because of the vast employment opportunities which existed as trade and exports increased and the need for machinery rose. Overall the government's actions were ^{mostly} ~~partly~~ significant in the changing status of ethnic minorities because they did ~~not~~ offer employment yet there were ethnic minorities which benefitted more than others.

The federal government was successful in the changing status of Black Americans ^{and Hispanic Americans} during the war years 1941-45. The federal government largely took recognition of the need of Black Americans ^{and Hispanics} in the war industry, despite the white ~~black~~ backlash which was

shown. The federal government offered employment in the war industry, ~~and~~ with numbers rising in the military. One aspect of Black Americans gaining recognition was the Tuskegee Army, who received national recognition to the part of the war. Furthermore, Black American women found employment with over 300,000 entering the war industry. However this ~~was the same cause for the rise~~ in Black Americans achieved employment because of the need and the labour shortages which ~~employed~~ enabled an extra of over 4,000 Black Americans to gain jobs.

Similarly, the Federal government succeeded in helping other ethnic minority groups such as Hispanic Americans, finding war employment. Hispanic Americans struggled during the New Deal years

as the acts in the second New Deal didn't include farmers or domestic servants. However, the federal government mobilised over 500,000 Hispanic Americans to become part of the military and 17,000 to become part of the war industry. The government's federal action in ~~the~~ employment showed success because the war offered more industries to welcome the need for more employers and the growth in workers rights, although this didn't stop white Americans ~~from~~ reacting. Ethnic minorities found more stability in government funded industries which shows the extent of government actions because this ~~gave~~ gave ethnic minorities ~~a larger~~ of Black Americans and Hispanic Americans more benefits.

The federal government did take some action in social issues pre

venting the change in the status of ethnic minorities, although this was slow and ~~th~~ therefore limited. The federal government took more action in ending social issues in the war industry than on the larger society. Federal action in the war industry was displayed when the government introduced the Executive Order 8802, which banned discrimination in the defence industry and set up the War Labor Board which prevented industrial disputes which could impede the war effort and protect the rights of workers. The government's extent to provide peace in the defence industry went further than defending the status of ethnic minorities in the American society.

The display of government action outside the war industry was ~~#~~ smaller because of the dispe

by of white protests at which come. Race Riots in 1943 showed the two attitudes to which remained in society. Riots in Harlem in August 1943 led to six killed and over 1,400 shops being destroyed. Hispanic Americans experienced Zoot Riots over the appearance which showed off New Culture. The black Americans called on the little action from the federal government in their the Double V campaign which stated the long overdue civil rights. The outspower and call for more equality shows little government action because this represents the pain being caused outside the war industry.

Overall however, federal government did change the status of ethnic minorities because of the changing attitudes in war industry.



The candidate tries to show federal government actions changing the status of ethnic minorities, but the material used to support the contention is only once very specific, when it refers to Executive Order 8802. This specific reference does not indicate how status changed. The response loses focus towards the end of the essay, with some description of ethnic minority lives unconnected to federal government action. So in BP1 there is limited analysis of some key features, but with descriptive passages. In BP2 the response lacks depth and doesn't really enter a debate about whether government actions or other factors were responsible for changing the status of ethnic minorities. In BP3 an overall judgement is given at the end, but with vague substantiation. Finally, in BP4 there is no clear trend in the argument, as it concentrates mainly on how much government action there was, rather than considering whether other factors were responsible for the proposition. Collectively, all BPs are typical of Level 2.



Use the key phrases from the question throughout the essay. This will help you to write a relevant analytical response. In this case, a focus on the significance of federal government actions (i.e. were they more significant than other factors?), is important.

Question 5

A number of responses to this question were very generalised and usually saw the work of the NAACP as supporting unspecified improvements in the black American condition. However, there were a very few strong responses that made detailed points, such as the fact that the NAACP played a large part in influencing Truman's President's Committee on Civil Rights to secure the *To Secure These Rights* programme and the fact that the NAACP were behind a number of influential court cases involving housing, transport and education, not just the almost universally mentioned *Brown v. Topeka*. There was a good deal of support for the Montgomery Bus Boycott, which began just inside the time period and was therefore admissible, but too many candidates only saw this as an alternative factor – those other than the NAACP improving black American civil rights – whereas the NAACP played a key role from the beginning.

A lower Level 2 response

~~The NAACP improved~~

The NAACP did improve Black American civil rights during this period but were faced with resistance from growing white violence towards Black Americans as well as the inaction of the federal government.

Although president Truman began the process of desegregation in 1946 the armed forces in 1947 the government did little to help the advancement of Black American civil rights. The responsibility was left to civil rights activist groups such as the NAACP.

The NAACP focused on the desegregation of educational facilities during the period of 1945 to 1955. At the beginning of this

they focused on the unequal access to ~~a~~ places of further education where many Black Americans were forced to leave their states in the South due to the refusal of Black Americans in Southern Universities and colleges. The ~~mantra~~^{policy} of 'separate but equal' ~~was most easily disproved in further education~~ Educational facilities ~~was~~ for black Americans and white Americans was most easily disproved in further education in the South as the few black American colleges and universities that existed ~~with~~ were severely underfunded with students at one college taking lessons in the basement.

The NAACP decided to fight discrimination through legal means using lawyers to bring cases against states with ~~unequal~~ blatantly unequal further educational facilities to force desegregation.

After pursuing further education the NAACP then targeted inequality in schools. In the ~~Robert~~ Brown vs Tonerka board of education case the Supreme Court found 'separate but equal' education to be a fallacy as the daughter of Reverend Brown was forced to walk miles to a black American school when there was a white school nearby. This resulted in desegregation of all schools. However, states found a way to avoid ~~deseg~~ desegregation.

In conclusion the NAACP did improve black civil rights, ~~but were prevented~~



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Although the candidate responds in the most general terms (lacking key features, width and depth), there is enough material on education to move BP2 into Level 2. There is no attempt to enter a debate about the relative merits of factors other than the NAACP and the judgement is asserted.



You must provide factual details as evidence. Weaker responses lack depth and sometimes range. Try to pick out two or three key features which agree with the proposition in the question and two or three that do not. Support each with some detailed evidence.

Question 6

Although this was a very popular question many candidates fell into the trap of rehearsing what they had revised rather than paying close attention to the target focus, which was about the significance of cars and highways on the changing nature of urban areas. Many read this question as the effects that cars had on society, or the effects that changes in society had on car ownership. Only a minority of candidates were able to analyse changes in urban areas sufficiently strongly to be able to set about assessing the contribution of car ownership and highway building against other factors, such as those behind building Levittowns and other suburban developments, or the effects of de facto segregation and 'white flight' from the inner city. Most candidates who did read the question carefully provided some very detailed knowledge about car owners and the suburban workforce, out-of-town malls and drive-in movie centres, but possessed less awareness of any counter factors beyond the nature of the inner-city ghetto, so responses tended to be unbalanced.

A Level 3 response

Highway development and increased car ownership were quite significant in the changing nature of urban areas in 1955-63. However there were several other factors that were significant such as the high levels of economic prosperity and affluence as well as the idea of a conformist society filled with people wanted to live the 'American dream'.

In 1956 there was a Highway development Act which aimed to make it easier to travel from one state to another and from one end of the country to the other. With these developments and the increase in car ownership, came an 'on-the-road culture'. This meant more fast-food restaurants on the side of roads. For example by 1960 there were 228 McDonald's on roadsides. Eating was not the only thing

people could now do in their cars. They could go to church, go to the movies and polls showed that during this time cars were a big part of dating for many young people. Having this new easy access to everything due to cars, it meant it was no longer necessary for people to live in cities for work or school. Commuting became much more common. This shows that the development of highways and increased car ownership did have some significance.

However, the reasons for 'white flight' to the suburbs during this period was not purely due to cars and highways. Many middle-class, white Americans aimed to live the 'American dream' that they were promised if they got married and had 2 children and lived in the suburbs. This was presented to them through adverts on radio and TV and encouraged more and more white people to move to the suburbs, creating what

became known as Suburbia.

Although these ~~uses~~ were important to the changing nature of urban areas, the most significant reason was the period of affluence experienced by many white Americans during this period. ~~Due~~ More disposable income meant it was easier than before to move out of the inner cities, to bigger houses in the suburbs. However, this left many poorer black people living in ghettos in the inner cities, despite this segregation being ~~de~~ un-legalized in 1956. ~~This~~ But many black people couldn't afford to move to bigger houses so were forced to remain in ~~an~~ over-crowded ghettos.

Furthermore, the state of inner cities deteriorated rapidly as people moving to suburbs were no longer willing to pay taxes towards the upkeep of inner cities, as they no longer lived there. ~~But~~ Despite this racial inequality it was still due to the economic prosperity that people

were able to afford cars, which created the need for new Highways. It was also the reason that many people could afford to live the American dream they saw. New labour-saving devices such as freezers and washing machines could be afforded for new homes in the suburbs.

In conclusion, I believe that although highways and increased car ownership were a significant factor in the changing nature of urban areas, it was due to economic prosperity and a period of affluence that meant more people had the income to support a life in the suburbs and the inequality towards black people that meant inner cities became majority ghettos. Within the affluence of middle-class whites and the disparity of pay for blacks the changes to urban environments would not have been possible.



This is a good example of the tendency to stray from a specific focus on changing urban areas, especially in relation to car ownership. The candidate clearly responds to the debate, but is much better at showing how other factors played out in the changing nature of urban areas. In considering car ownership the focus is more clearly on changing society, rather than changing urban areas. In BP1 the response goes well beyond description, into Level 3. In BP2 sufficient knowledge might hint at Level 4, but critically, on the target focus of the question, it strays from the point. In BP3 attempts are made to establish criteria for judgement, and in BP4 the general trend of the argument is clear on the countering factors, if not quite as strong on the target factor. This conforms to mid-Level 3 overall.



Plan your answer thoroughly before you begin. In this case it would have helped the candidate to link cars and highways more closely to changing urban areas rather than society in general.

Question 7

There were some very full and knowledgeable responses to this question, with a clear focus on Johnson in particular. Many candidates were able to identify key features that led, for example, to the Johnson administration's practical support for civil rights from 1964, either through civil rights acts or more indirectly through the Great Society programme. This led many candidates to refute the implication of the question entirely, but the best responses saw the limitations of LBJ's programme in reality. Less well covered was the work of civil rights leaders, with many candidates offering just a few comments on the work of Martin Luther King. However, others were able to comment successfully on features that led Black Panthers to offer real help in black communities, whilst also compromising the aims of traditional civil rights leaders, giving a balance to the debate.

A Level 4 response

PLAN:

① CIVIL RIGHTS ACT / VOTING RIGHTS ACT

↳ profound effect on improving black Americans

↳ voting registration 6% to 60%

however arguably more effect on South

② JOBS

↳ jobs corps placed 10,000

youths in jobs (18m)

community action programmes

taken over by northern militants

③ EDUCATION

↳ elementary + secondary education Act

encouraged schooling for low income families

④ CIVIL RIGHTS LEADERS:

MLK death - sanitation workers

Black panthers - young/urban

black Americans : 28 killed

President Johnson aimed to continue John F. Kennedy's plans, of which included better conditions for black Americans who continuously had been discriminated against since the end of slavery. It is clear that he was able to do this through legislation, however the argument as to whether Johnson's actions paired with that of civil rights leaders such as Martin Luther King actually improved the lives of urban black Americans, still stands.

One of Johnson's greatest successes with his 'Great Society' programme was the passing of civil rights legislation, which effectively gave black Americans more equality than they had ever before been allowed. This

can firstly be seen within the 1964 Civil Rights Act which set out to outlaw segregation and racial discrimination in public on all levels. Aided by the continuous protests of civil rights leader Martin Luther King, the Act had a profound effect on black American rights, being the most significant piece of civil rights legislation that had been passed since the Civil War. For this reason alone, we could argue that Johnson and the civil rights movement actually managed to improve the lives of black Americans to a significant extent; however, this is undermined by the fact that civil rights was a much bigger issue for Southern-based black Americans than it was for Urban black Americans. Furthermore, the 1965 Voting Rights Act also had a profound effect on voter registration and voting rights, for it outlawed the discriminatory literacy test that prevented many black Americans from being able to vote. The Act was a huge success, for example in Mississippi the amount of black Americans registered to vote increased from 6% to 60%. However, again, this is undermined by the fact that it ~~that~~ was subjective to many Southern States alone as this was where the law had. For this reason, it is justifiable to argue that — despite the fact that Johnson was significantly successful in passing civil rights legislation, which improved the lives of many Southern black Americans, it is undermined by the fact that it did not change racial intolerance that still existed nor did it 'improve' the lives of Urban-based black Americans who still faced the backlash of such intolerance throughout the 1960s.

Furthermore, we could argue that Johnson did little in improving the lives

of urban-based black Americans by the policies that were put in place in an attempt to stimulate job growth. Mirroring President Kennedy's 'peace Corps', Johnson introduced his own 'Jobs Corps' in a bid to stimulate more job growth for the younger generation. This, however, can only be seen as a partial success for it was only when companies like IBM got involved where 10,000 urban youths found work placement – not significant in comparison to the high levels of unemployment, especially within urban black Americans. Furthermore, Johnson introduced 'Community Action Programmes', or CAPs, to try and give black Americans the right to have a say in policies that would affect them for the first time. However, again, this is undermined by the very fact that some Northern CAPs were taken over by militants who criticised Johnson for not doing enough. With this in mind, it is evident that, despite intentions to improve the lives of urban-based black Americans through stimulating job growth and allowing them to have a say in policies that would have affected them, in practice, this actually did very little in improving the lives of urban-based black Americans for not enough jobs were created and some CAPs were taken over by Northern militants who argued Johnson did not do enough.

Another area where we could argue a limited success is through civil rights leaders such as Malcolm X and involvements from more radical groups such as the Black Panthers, CORE and SNCC. Malcolm X himself was the embodiment of a more urban, liberal black American for his radical ideologies appealed to a younger, more Northern generation.

who were not afraid to achieve their aims 'by any means necessary'. Although assassinated in 1965, the civil rights leader paved the way for the rise of young, urban black - Americans demanding better rights for themselves. In fact, the 1966 Black Panther party comprised of black Americans who wanted to achieve their ideological 'black Nationalism' ideas, inspired by Malcolm X himself. Despite such aims, however, the party had little influence on politics and Johnson himself did not adhere to the 'black Nationalism' ideology that many young, urban black Americans were advocating for. In fact, 28 members of the black panthers had been killed by police in shoot-outs, and as disillusionment with the civil rights movement grew, the party splintered. The radical group only had 5,000 members at its peak, so for this reason, we could argue that civil rights leaders like Malcolm X did in fact achieve very little for improving the lives of urban-based black Americans for despite the fact that he brought attention to more radical ideology and appealed to more urban-based black Americans, little achievement actually came from it in improving their lives.

One section of Johnson's 'Great Society' programme where we could argue he did manage to improve the lives of urban-based black Americans is in Education. With the Elementary and Secondary Education Act, \$2.9 billion was given to areas with a high concentration of low income families; this was especially the case for urban-based black families who still had trouble in achieving middle-class, white collar jobs to the same extent that

white Americans had been able to obtain them. The purpose of the Act was to encourage children from low-income families to go pursue an education that will allow them to have better opportunities in employment. For black Americans, their level of education had previously been inadequate compared to that of white Americans during segregation, so the fact that low income families like urban-based black Americans were being encouraged to send their children to school would have had a profound effect, and in fact, benefitted 8 million children. This is aided by the Higher Education Act whereby children from low income families could receive loans for university level education and, again, with so many urban-based black Americans being the victims of low income and poverty, Johnson's educational reforms were the start of equality in terms of better life opportunities. For this reason, it is therefore possible to argue that Johnson did in fact lay the foundations for improving the lives of urban-based black Americans.

To conclude, it is clear that certain legislation, such as the civil rights Act, would always have improved the lives of southern black Americans than urban-based. Although civil rights leaders like Malcolm X appealed to young, urban black Americans, hardly anything came from his power. Despite educational reforms which would have improved educational opportunities for low income urban black Americans to an extent, we can justify that Johnson and civil rights leaders did little to directly improve their lives in 1964-68.



This excellent response has identified specific evidence that indicated both progress and setbacks in improving the lives of urban-based black Americans. It shows a perfectly acceptable way of reaching Level 4: identifying key features, analysing them and coming to a very well balanced judgement based on valid criteria, coming to a logical conclusion in each paragraph. The overall judgement here is better communicated within each of the paragraphs than it is at the end. But there is still a reasoned conclusion as well. The organisation of the whole answer clearly benefits from the careful planning before the candidate begins the essay.



Allow enough time and space in the essay to write a plan and a substantial and well-considered conclusion that judges the extent to which the argument suggested by the question is confirmed or challenged. The basis of the judgement is that one aspect is more important, influential or significant. The best candidates will be able to compare the relative importance (etc) of all the key features they have outlined.

Question 8

There were very few responses to this question and most of them made the mistake of telling us about every possible political controversy during the administrations of Ford and Carter except any caused by environmental issues. Candidates tended to mention Ford's Toxic Substances Control Act, or occasionally Carter's National Energy Plan, but often without knowing why they were controversial, before launching into an essay on the fallout from Watergate, hostages in Iran and the Middle East crisis. While these were relevant counters to the proposition in the question that environmentalism was significant in promoting political controversy, responses would have been much stronger if they had devoted at least half the essay to the target focus instead of a few lines or, at most, a single paragraph.

Paper Summary

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

Section A Value of Source Question (Qa)

- Be prepared to make valid inferences rather than to paraphrase the source
- Be prepared to back up inferences by adding additional contextual knowledge from beyond the source
- Explore beyond stereotypical reactions to particular types of provenance. Not all old people are blighted by poor memories; look at the specific stance and/or purpose of the writer
- Avoid discussions about what is missing from the source when assessing its value to the enquiry unless there is a clear reason for the author missing such points.

Weight of Source Question (Qb) In addition to the advice on Qa:

- Be prepared to assess the strength of the source for an enquiry by being aware that the author is writing for a specific audience. Be aware of the values and concerns of that audience
- Try to distinguish between fact and opinion by using your contextual knowledge of the period
- In coming to a judgement about the provenance take account of the weight you may be able to give to the author's evidence in the light of his or her stance and/or purpose
- In assessing weight, it is perfectly permissible to assess reliability by considering what has been perhaps deliberately omitted from the source.

Section B Essay questions

- You must provide factual details as evidence. Weaker responses lacked depth and sometimes range
- Plan your answer effectively before you begin
- Pick out three or four key themes and then provide an analysis of (eg) the target significance mentioned in the question, setting its importance against other themes rather than providing a description of each
- Pay careful attention to key phrases in the question when analysing
- Try to explore links between issues to make the structure flow more logically.

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