



Mark Scheme (Results)

October 2020

Pearson Edexcel GCE
In History (8HI0/2H)
Paper 2: Depth study

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

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

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Generic Level Descriptors

Section A: Questions 1(a)/2(a)

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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.
3	6-8	<ul style="list-style-type: none"> • Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail. • Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is not fully substantiated. Explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author.

Section A: Questions 1(b)/2(b)

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	<ul style="list-style-type: none"> • Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements.
2	3-5	<ul style="list-style-type: none"> • Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concept of reliability is addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	6-9	<ul style="list-style-type: none"> • Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of weight takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria, with some justification.
4	10-12	<ul style="list-style-type: none"> • Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may not be fully

		substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
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Section B

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

Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<ul style="list-style-type: none"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5-10	<ul style="list-style-type: none"> • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. • Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11-16	<ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17-20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.

		<ul style="list-style-type: none">• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.
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Section A: indicative content

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

Question	Indicative content
<p>1(a)</p>	<p>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.</p> <p>Candidates must analyse the source to consider its value for an enquiry into the influence of communism on Hollywood in the late 1940s.</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • It indicates that communists working in Hollywood wish to use their employment to spread their political creed ('a means to an end – the political triumph of the working class.') • It implies that communists use underhand techniques to subvert the minds of those who watch movies ('casually introducing propaganda into innocent stories') • It implies that communists know that they can exploit the freedoms given by the US Constitution in order to destroy the American way of life ('free speech means we do not pass laws to forbid Communists...'). 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: <ul style="list-style-type: none"> • Ayn Rand was writing for an organisation of conservative members of the Hollywood film industry, which suggests that US film-makers were concerned about communist influence at this time • As a screenwriter, Rand was in a good position to know how techniques of propaganda might be used in the movie industry • As a conservative living in the USA, Rand believed she was able to perceive the damage that communism could cause to society. 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: <ul style="list-style-type: none"> • A new Red Scare developed in the USA as the Cold War between America and the Soviet Union intensified; communists were regarded as subversive

	<ul style="list-style-type: none">• Truman's Federal Loyalty Program was signed immediately before the release of Rand's directive. It showed that the government encouraged the monitoring of suspected communist employees• Following the publication of the <i>Screen Guide</i>, prominent screenwriters and directors, known as the Hollywood Ten, received jail sentences and were banned from working for the major Hollywood studios• When the House Un-American Activities Committee investigated the motion picture industry, the 'friendly witnesses' came largely from the Motion Picture Alliance for the Preservation of American Ideals.
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Question	Indicative content
1(b)	<p>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.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into support for prohibition in the 1920s.</p> <ol style="list-style-type: none"> 1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences. <ul style="list-style-type: none"> • As a former prohibition enforcer for the federal government Haynes is in a good position to speak to his audience about support for a new campaign of enforcement of prohibition in the light of past lessons learned • Haynes may resent the fact that he has been seen to have failed, having been removed from his position. He therefore emphasises the nature of the difficulties faced in mobilising support during his tenure of office • Haynes is speaking to a friendly, temperance-supporting audience who want to hear positive news about the enforcement of prohibition. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> • It suggests that current policies to support prohibition are ineffective and there needs to be a change of direction in the campaign to uphold prohibition ('recognising the most troublesome hurdle...') • It implies that the attempt to uphold the prohibition amendment is marred by a lack of investigative intelligence ('We cannot tell who are the friends and who are the foes of prohibition and their real plans.') • It claims that US law is not strong enough to cope with the sheer size of the task of policing non-compliance with prohibition ('the inadequacy of our legislation') • It states that the task is made difficult as opponents of prohibition count many influential people in positions of power in the community among their number ('citizens of ... position are embarrassing the government'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include:

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| | <ul style="list-style-type: none">• Prohibition was the most widely ignored law in the American system. Even President Harding had alcoholic drinks at formal White House receptions• Thousands of illegal drinking places known as speakeasies existed• The federal government had only around 3,000 poorly paid enforcement agents, a woefully weak response to the gangsters who profited from breaking prohibition laws and bribed the law enforcers• The political response to prohibition was marred by disunity, particularly among the Democrats, who were split between urban 'Wets' and rural 'Drys'. |
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Option 2H.2: The USA, 1955–92: conformity and challenge

Question	Indicative content
2(a)	<p>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.</p> <p>Candidates must analyse the source to consider its value for an enquiry into attitudes towards civil rights in the late 1950s.</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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'). 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: <ul style="list-style-type: none"> • 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. 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: <ul style="list-style-type: none"> • 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

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| | <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. |
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Question	Indicative content
2(b)	<p>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.</p> <p>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.</p> <ol style="list-style-type: none"> 1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences. <ul style="list-style-type: none"> • 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. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> • 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.'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: <ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none">• 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.
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Section B: indicative content

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

Question	Indicative content
3	<p>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.</p> <p>Candidates are expected to reach a judgement about how far developments in technology and mass production were responsible for the US economic boom of the 1920s. Arguments and evidence that technology and mass production were responsible should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The spread of electrification (to 70 % of US homes) created a growing demand for power, expanded the electricity industry and stimulated the demand for home appliances, facilitating a boom in manufacture and supply • The application of chemistry to textile production created a booming new mass market in synthetic fibres such as rayon • The development of a mass audience for radio and motion pictures enabled advertisers to reach out to new markets, leading to a large growth in advertising, an increase in consumer demand and a booming economy • The 'Ford revolution' in car manufacture had a direct and indirect impact on the mass market. Car sales, component supply, road building and demand for hydrocarbons contributed to the boom. <p>Arguments and evidence that other factors were more responsible for the US economic boom of the 1920s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Government policy encouraged the boom, e.g. Republican laissez-faire economics; the impact of the Fordney-McCumber Tariff Act (1922); Mellon's favourable tax policy towards the wealthy and the big corporations • The development of business management, e.g. the growing popularity of 'Taylorism' or 'scientific management' encouraged large-scale enterprise • The growth of large corporations provided economies of scale and business integration. Through discount purchasing and research and development, they offered cheaper and better products

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

Other relevant material must be credited.

Question	Indicative content
4	<p>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.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that critics of Roosevelt failed to change his New Deal policies in the years 1933-38.</p> <p>Arguments and evidence that critics failed to change Roosevelt's New Deal policies should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Many elements of the NRA and the AAA (declared unconstitutional by the Supreme Court in 1935-36) were later incorporated into the Second New Deal and the 1938 Agricultural Adjustment Act • Huey Long's Share Our Wealth plan, which might have pushed Roosevelt towards more radical social care solutions, faded from the headlines after Long's assassination in 1935 • Socialist and communist demands that the New Deal should dismantle the capitalist economy had little impact • After 1936 the Supreme Court upheld New Deal measures, e.g. the Wagner Act in 1937, one dissenting Justice became pro-New Deal and retirements enabled Roosevelt to appoint sympathetic judges • The NAACP challenged the unequal treatment of black Americans under the New Deal but discrimination remained widespread, e.g. in the CCC, the TVA and Roosevelt's refusal to back anti-lynching legislation. <p>Arguments and evidence that critics did change Roosevelt's New Deal policies should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Critics such as Fr Charles Coughlin, Francis Townsend and Felix Frankfurter helped to steer Roosevelt to the left during the Second New Deal, which produced measures dealing with social security and fair labour standards • Opposition from business interests hostile to Roosevelt's interventionism was also influential, e.g. pressure from holding companies persuaded Congress to pass a watered down Public Utility Holding Company Act (1935)

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

Other relevant material must be credited.

Question	Indicative content
5	<p>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.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that the most significant post-war development in the United States, in the years 1945-55, was the development of a consumer society.</p> <p>Arguments and evidence that the consumer society was the most significant development should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Pent-up demand experienced in wartime was so great that it enabled the release of a vast supply of domestic consumer goods on to a seemingly insatiable post-war market, which built a significant consumer society • The provision of low-cost mortgages and low-interest loans, aided by the GI Bill, was so widespread that hundreds of thousands of ex-servicemen added strength to a burgeoning consumer society • Consumerism was a significant phenomenon in the new Cold War America as government spending pushed up employment and disposable incomes in the defence sector, triggering growth and enlarging a growing consumer society • The psychological effects of victory in war and the emergence of the USA as a superpower encouraged the idea that the wealth and plenty of a consumer society was the most important aspect of the 'American way'. <p>Arguments and evidence that other aspects were more significant and/or a consumer society was not significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • GIs returning from war led to a baby boom in these years that saw many societal changes in family life. Large families often made people poorer, holding back increased consumerism in many working-class communities • An important post-war political development was the second Red Scare as Americans came to terms with a peace that seemed to include an enemy within • The post-war world left many black Americans uncertain of the outcome of their wartime 'Double-V' campaign. The attempt to win civil rights became a significant post-war development

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| | <ul style="list-style-type: none">• The conversion to peace had profound significance for women who had become used to wartime employment. Many women reluctantly returned to homemaker status in these years. |
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Other relevant material must be credited.

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

Question	Indicative content
6	<p>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.</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • 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. <p>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:</p> <ul style="list-style-type: none"> • 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
7	<p>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.</p> <p>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.</p> <p>Arguments and evidence that Red Power improved Native American rights in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • 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. <p>Arguments and evidence that Red Power did not improve Native American rights should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • 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. <p>Other relevant material must be credited.</p>
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Question	Indicative content
8	<p>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.</p> <p>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.</p> <p>Arguments and evidence that Reagan's policies damaged the US economy should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • 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. <p>Arguments and evidence that Reagan's policies did not damage but improved the US economy should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • 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.
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