



Mark scheme

Sample assessment materials for  
first teaching September 2015

GCE History (8HI0/2H)  
Advanced Subsidiary

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

## 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	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li> <li>• Evaluation of the source material is assertive with little if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.</li> </ul>
2	3–5	<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making undeveloped inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material to expand or confirm matters of detail.</li> <li>• 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.</li> </ul>
3	6–8	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail.</li> <li>• 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.</li> </ul>

## Section A: Questions 1b/2b

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

Level	Mark	Descriptor
	0	No rewardable material
1	1–2	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li> <li>• Evaluation of the source material is assertive with little or no supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements.</li> </ul>
2	3–5	<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making undeveloped inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.</li> <li>• 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.</li> </ul>
3	6–9	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li> <li>• 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.</li> </ul>
4	10–12	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>

## 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"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
2	5–10	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
3	11–16	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
4	17–20	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• 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.</li> <li>• 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.</li> </ul>

## Section A: indicative content

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

Question	Indicative content
1a	<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 relationship between white and black Americans in the first half of the 1950s.</p> <ol style="list-style-type: none"> <li>1. The value could be identified in terms of the following points of information from the source, and the inferences that could be drawn and supported from the source: <ul style="list-style-type: none"> <li>• It provides evidence that black Americans were subject to great violence at the hands of white people ('responsible for the countless murders')</li> <li>• It suggests that black Americans' relationships with white Americans were developed in an atmosphere of fear in which black Americans had to show their obedience to white people in public</li> <li>• It indicates that some black Americans also considered their own people to bear a great responsibility for the way they were treated by white Americans ('stronger resentment toward Negroes for letting the whites kill them').</li> </ul> </li> <li>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"> <li>• Anne Moody was in a good position to comment on the relationship between black and white Americans because she lived in Mississippi and experienced events at first hand</li> <li>• The source offers the perspective of teenage Anne and indicates her teacher played a role in encouraging her attitude towards whites</li> <li>• The recollection of events may have been affected by the subsequent development of views within in the civil rights movement – Anne admits to 'vaguely remembering'.</li> </ul> </li> <li>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"> <li>• Discrimination towards black Americans was particularly harsh in Mississippi where the Jim Crow laws were rigorously enforced</li> <li>• The murder of Emmett Till galvanised public outrage – the open cask funeral allowed everyone to see what had happened to him and encouraged deep resentment of whites</li> <li>• The murderers of Emmett Till were never convicted – the court case was notorious because the all-white jury drank wine whilst listening to the evidence and reached a verdict within an hour.</li> </ul> </li> </ol>

Question	Indicative content
<b>1b</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 reasons why President Truman wanted to improve the treatment of black Americans in 1947.</p> <ol style="list-style-type: none"> <li>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"> <li>• The address is part of Truman's presidential campaign and should be treated as electioneering</li> <li>• Truman's decision to address the NAACP is evidence that he wanted to secure the votes of black Americans</li> <li>• The address was made as the Cold War was being ushered in – Truman is also emphasising America's commitment to democracy for an international audience.</li> </ul> </li> <li>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"> <li>• It provides evidence that Truman's understanding of democracy was that black and white Americans would have equal social and political rights ('every citizen in a truly democratic society must possess')</li> <li>• It indicates that events of the Second World War were a motivating factor in Truman's desire to improve the treatment of black Americans ('Recent events in the United States and abroad')</li> <li>• Reference to 'limitations on the freedom of any of our people and on their enjoyment of basic rights' provides evidence of the unequal nature of US society at this time.</li> </ul> </li> <li>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"> <li>• Impact of the contribution of black Americans to the war effort and the Double V campaign in raising the importance of equality for all American citizens</li> <li>• The context of the Cold War and the fear that black Americans could regard communism as preferable to democracy in the achievement of equal treatment</li> <li>• Truman's commitment is confirmed by the publication of the report <i>To Secure these Rights</i> and a programme of reform including desegregation of the Armed Forces in 1948.</li> </ul> </li> </ol>

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

Question	Indicative content
<b>2a</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 the source to consider its value for an enquiry into American attitudes to the use of the motor car in the late 1950s.</p> <ol style="list-style-type: none"> <li>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"> <li>• It suggests that the car was essential to life in California ('death was preferable to living without one')</li> <li>• It provides evidence that use of the motor car enabled citizens to enjoy a wider experience than previous generations ('your mobility exceeding that of any other generation')</li> <li>• It provides evidence that people significantly adapted their way of life to the their motor cars ('Why bother parking, getting out, getting in, getting up and sitting down, when you can simply drive in?')</li> <li>• It indicates that facilities were adapted to the use of the motor car ('There are drive-in movies. And, yes... drive-in churches').</li> </ul> </li> <li>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"> <li>• Bartov is in a good position to know about the importance of the motor car in America because he lived there for two years and became dependent on the use of a car while he was there</li> <li>• Bartov is an Israeli writer describing his experiences for an Israeli audience; his cultural background is different to that of US citizens and this impacts on his attitude</li> <li>• The tone of Bartov's source is satirical ('Only in death is a man separated from his car').</li> </ul> </li> <li>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"> <li>• Car sales increased rapidly in the 1950s</li> <li>• The car became essential as many Americans settled in suburbs and depended on cars to transport them into the city for work and school</li> <li>• The federal government supported the automobile culture by providing funding for road building, e.g. the Interstate Highway Act 1956</li> <li>• By the late 1950s some of the middle class were becoming more critical of the motor car, which allowed sprawling suburbs that destroyed a sense of community.</li> </ul> </li> </ol>

Question	Indicative content
<b>2b</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 position of women in American society in the 1960s.</p> <ol style="list-style-type: none"> <li>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"> <li>• This statement was drawn up by an organisation with a campaigning purpose</li> <li>• It is designed to outline the issues that confronted women in their struggle for equality in this period</li> <li>• The purpose of the document means that it will necessarily focus on the problems confronting women rather than progress made.</li> </ul> </li> <li>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"> <li>• It provides evidence that the role of women in society is changing ('It is no longer either necessary or possible for women to devote the greater part of their lives to child-rearing')</li> <li>• It indicates that discrimination against women was more covert than overt by the 1960s ('the silken curtain of prejudice and discrimination')</li> <li>• It suggests that economic discrimination is the key problem for female equality ('increasingly – not less – concentrated on the bottom of the job ladder').</li> </ul> </li> <li>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"> <li>• The foundation of NOW was a key development in the women's movement in the 1960s</li> <li>• Second wave feminism began in the 1960s with a focus on sexuality, family, the workplace, reproductive rights, <i>de facto</i> inequalities, and official legal inequalities.</li> <li>• Progress was made in women's employment in the 1960s, e.g. the Equal Pay Act 1963, which established equality of pay for men and women performing equal work</li> <li>• The Equal Pay Act did not cover the professions and executives.</li> </ul> </li> </ol>



## 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 on how accurate it is to say that all groups in the USA experienced an economic boom in the 1920s.</p> <p>Arguments and evidence that all groups in the USA experienced the economic boom in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The 1920s was a period of full employment, low taxes, low inflation and cheap credit, which benefitted all Americans</li> <li>• More Americans moved into the towns and cities where they could find employment in the new manufacturing industries, producing consumer goods that were in great demand</li> <li>• Women benefitted from the increasing availability of domestic appliances that reduced their domestic chores and allowed them more leisure time.</li> </ul> <p>Arguments and evidence that some groups in the USA <i>did</i> not experience an economic boom should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• There were significant problems in the agricultural sector – falling orders led to falling prices and, together with overproduction caused by mechanisation, this led to falling incomes for farmers</li> <li>• There were great inequalities in wealth – the top 5 per cent of the population earned 33 per cent of the income, while 60 per cent of Americans earned less than \$2000, and that 40 per cent were below the poverty line.</li> <li>• Old industries like coal and textiles did not share in the boom of the 1920s</li> <li>• There were few career opportunities for women and as a group they earned less than men and were more likely to be sacked by employers</li> <li>• Most Native Americans and black Americans did not share in the boom.</li> </ul> <p>Other relevant material must be credited.</p>

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 the First New Deal of 1933–35 was a success.</p> <p>Arguments and evidence that the First New Deal of 1933–35 was a success should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The decision to take America off the gold standard was beneficial – financial markets stabilised</li> <li>• Public works schemes provided employment that enabled those involved to earn a living wage and pay their bills, e.g. the CWA provided work for four million people in 1933</li> <li>• The New Deal schemes were beneficial for conservation and building the infrastructure, e.g. sewers, roads and airports</li> <li>• The TVA set up in 1933 began a modernisation of the area with the construction of dams and encouragement to use efficient, modern farming practices like contour farming.</li> </ul> <p>Arguments and evidence that the First New Deal of 1933–35 was <i>not</i> a success should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The impact on unemployment was limited, for example by the end of 1934 there were still 22 million unemployed</li> <li>• The AAA did not cure the problems in agriculture – the deduction in overproduction was the result of a drought rather than federal policies</li> <li>• There was a lot of criticism of the New Deal as a result of raised hopes that were not fulfilled</li> <li>• Many states were opposed to expenditure on relief and delays in provision were common.</li> </ul> <p>Other relevant material must be credited.</p>

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 the extent to which employment opportunities for women changed in the years 1941–55.</p> <p>Arguments and evidence that employment opportunities for women changed in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• During the war, many women were employed in munitions factories in jobs that had previously been 'men-only'</li> <li>• The FEPC introduced efforts to limit discrimination against women in the workplace</li> <li>• Women joined uniformed groups including the Women's Army Auxiliary Corps and the Marine Corps Women's Reserve</li> <li>• Labour shortages in the early 1950s led the Department of Labor to create programmes to train and educate women to fill professional positions and proposed training women for non-traditional jobs.</li> </ul> <p>Arguments and evidence that employment opportunities for women did <i>not</i> change in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Most women returned to their domestic roles in 1945 voluntarily</li> <li>• The efforts that had been made to keep women's pay rates high were nothing more than protection of the rates of pay for men who would return to the jobs after the war</li> <li>• Discrimination against the employment of black American women persisted during the war years and limited their employment opportunities</li> <li>• In the early 1950s most employment opportunities for women continued to be in low paid clerical work and in the service industries.</li> </ul> <p>Other relevant material must be credited.</p>

### 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 1960–63 President Kennedy's domestic achievements were limited.</p> <p>Arguments and evidence that President Kennedy's domestic achievements in these years were limited should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Kennedy lacked sufficient support to achieve very much – Congress was dominated by Republicans and Southern Democrats who opposed radical change</li> <li>• Health insurance for the elderly – plans failed because Congress refused the funds</li> <li>• Education: improvements to elementary and secondary schools were rejected by Congress</li> <li>• Civil rights: Kennedy was slow to respond to the civil rights movement and concerned about the march on Washington 1963.</li> </ul> <p>Arguments and evidence that President Kennedy <i>did</i> achieve success in his domestic policy in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Kennedy challenged the American people and government to put a man on the Moon – in May 1961 the first American went into space and in February 1962 the first American orbited the Earth</li> <li>• Kennedy made improvements in social justice, e.g. he raised the minimum wage and increased social sbenefits</li> <li>• Kennedy helped poor farmers, e.g. he provided funds to impoverished rural areas for projects like the expansion of rural electrification and soil conservation</li> <li>• Kennedy advanced civil rights for black Americans, e.g. they were promised a Civil Rights Bill in 1963 after the Birmingham campaign.</li> </ul> <p>Other relevant material must be credited.</p>

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 about the extent to which the civil rights movement changed in the years 1965–68.</p> <p>Arguments and evidence that the civil rights movement changed in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• After the passing of the Voting Rights Act in 1965, the focus turned to <i>de facto</i> discrimination in the north of the USA</li> <li>• The radicalisation of the SNCC and CORE and the development of Black Power – in 1966, both groups expelled their white members; SNCC dropped 'non-violent' from its name</li> <li>• King widened the movement to include other races and poor white Americans, e.g. in the Poor People's Campaign.</li> </ul> <p>Arguments and evidence that the civil rights movement did <i>not</i> change should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Martin Luther King continued to call for non-violence in the struggle for equality and used it in the Chicago campaign</li> <li>• The movement led by Martin Luther King continued to use the methods it had employed in the 1950s and early 1960s – mass marches, e.g. Selma, Chicago march through Cicero; the Poor People's Campaign</li> <li>• Black Americans continued to be represented by a wide variety of different groups, e.g. SCLC, NAACP, SNCC, Black Panthers.</li> </ul> <p>Other relevant material must be credited.</p>

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 the extent to which President Reagan's social policy was influenced by the Religious Right in the 1980s.</p> <p>Arguments and evidence that President Reagan's social policy was influenced by the Religious Right in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Some of Reagan's political support came from the Religious Right, e.g. the Moral Majority founder blessed the Republican National Convention in 1984</li> <li>• Reagan appointed many conservative judges to the Supreme Court who opposed abortion and stood for traditional values</li> <li>• Reagan persuaded Congress to outlaw Medicare and Medicaid funded abortions for poor women and supported advice centres, sometimes called chastity clinics because they advised abstinence</li> <li>• Nancy Reagan spearheaded the 'Just Say No' campaign against drug use by children.</li> </ul> <p>Arguments and evidence to counter the suggestion that President Reagan's social policy was influenced by the Religious Right should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Congress was more liberal and would not provide the two-thirds majority needed for constitutional amendments such as banning abortion</li> <li>• Reagan was a political realist – he did not cut programmes such as Social Security and Medicare because it would be unpopular with elderly voters</li> <li>• Reagan did not endorse the Family Protection Act, which called for the prohibition of abortion, restoration of school prayer and single-sex sport, even though the Religious Right pressurised him to do so</li> <li>• The Religious Right would never vote Democrat – Reagan did not have to pass legislation to keep its support.</li> </ul> <p>Other relevant material must be credited.</p>