



## **Mark scheme**

Summer 2018

Pearson Edexcel  
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

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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 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 problems associated with the trading in shares during the bull market of the 1920s.</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 provides evidence that problems involving dubious practices were not confined to a few stockbrokers and that these were not tied to sound principles of supply and demand, but to the whim of the brokers</li> <li>• It suggests that a significant problem was that brokers manipulated the market to the advantage of their most wealthy clients</li> <li>• It implies that exposure of unfair discrimination against small investors is a problem. It is likely to damage the bull market as public realisation that they have been taken for 'suckers' may lead to disinvestment.</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>• An undercover journalist is able to highlight the more extreme problems raised by the excesses of stockbrokers' corruption, unlike a journalist asking open questions, making it valuable as an investigation</li> <li>• <i>The Nation</i> had a stated mission to champion the cause of fairness over misrepresentation, strengthening the weight of its evidence</li> <li>• The final sentence indicates that the purpose of the source is to champion the cause of the ordinary investor against big, corporate interests by enlightening the former about the unfair favours offered to the latter.</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>• Over-investment in the stock market was a chief cause of the end of the bull market, as stock prices did not reflect the true values of companies</li> <li>• Subsequent federal legislation such as the Truth in Securities Act confirmed the corrupt nature of the stock market in the 1920s</li> <li>• Problems in share trading during the bull market were exposed mainly through speculative deals, such as the Florida property bubble</li> <li>• Despite the warnings of investigative journals of problems involving corrupt practices in the stock market, the small investor was more interested in a quick profit and the market remained buoyant throughout 1928</li> <li>• Media investigations into particular stocks did bring periodic panics, which themselves contributed to the biggest panic of all, the Wall Street Crash.</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 Huey Long's opposition to the New Deal.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• The interviewee is Huey Long's son and of the same political mould. He may seek to exaggerate his father's influence in shaping the New Deal</li> <li>• The interviewee was in a good position to gauge his father's political influence because he witnessed Long's rallies personally and was old enough to understand his father's impact</li> <li>• An interview 35 years after the events is likely to focus on highlights and selected memory about Long's influence; it will have been Terkel's aim to extract these from Russell Long to make 'Hard Times' a good read.</li> </ul> <p>1. The evidence could be assessed in terms of giving weight to the following points of information and inferences:</p> <ul style="list-style-type: none"> <li>• It provides evidence that opponent Huey Long was gaining significant popularity ('really catching on around the country')</li> <li>• It suggests that Long's popularity was based on a growing gulf of opportunity between rich and poor ('He thought it was time to spread the money around')</li> <li>• It suggests that Roosevelt was genuinely concerned about the impact of Long's campaign for a 'share-our-wealth' scheme ('Roosevelt was more worried about my father's influence than about the Social Security program')</li> <li>• It provides evidence that Roosevelt was prepared to shape policy nearer to Long's goals to weaken Long's left wing support ('Roosevelt moved to the left... to limit the progress Huey was making').</li> </ul> <p>2. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Long's popularity was evidenced by 8 million members in his 'share-our-wealth' clubs, which compelled FDR to act on his socialist policies and uplift 'the forgotten man' in his proposals</li> <li>• Long's proposals for steeply graduated taxes on corporations and individuals were reflected in the Revenue Act, shifting policy away from Republican tax-cutting policies</li> <li>• The Social Security Act, 1935 incorporating pensions for the elderly was a nod towards Long's guaranteed minimum income policy, though this and other measures did not go nearly as far as Long had wished</li> <li>• Long's assassination curtailed the threat to FDR's programme in the 1936 elections, eliminating a split in the Democrat vote and the subsequent assembling of a more liberal Congress had a greater influence than Long.</li> </ul>

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

Question	Indicative content
2a	<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 impact of the depiction of political and social tensions on TV in the 1970s.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• It provides evidence that TV had a large impact in bringing the abortion debate into the mainstream ('brought the battle over choice into the prime-time arena')</li> <li>• It indicates that <i>Maude</i> broke a previous taboo ('a breakthrough for prime-time'), challenging existing reticence to give women's rights an airing ('a perfect means to explore the growing feminism of the era')</li> <li>• It suggests that initial attempts by conservatives to mount a campaign against abortion by criticising the programme had little long-term impact ('Despite the protests, the shows attracted a huge audience').</li> </ul> <p>1. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:</p> <ul style="list-style-type: none"> <li>• The author's job as a TV critic puts him in a good position to show the influence of a TV programme in promoting social and political tensions</li> <li>• Despite his liberal views, Beale still admits that there was also considerable antipathy to abortion raised as a result of the TV series. It shows that there were strong social tensions made explicit by <i>Maude</i></li> <li>• The purpose of the article does not seem to be to advocate strong views on either side of the debate, but merely to highlight the growing willingness of TV producers to contribute to it and to find popular issues.</li> </ul> <p>2. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Supreme Court judgement in the case of <i>Roe versus Wade</i> became a deeply controversial landmark ruling and confirms the choice of <i>Maude's Dilemma</i> as a keynote plot to depict political and social tensions</li> <li>• Feminism used a number of media to get its message across, but TV had already been used particularly effectively, e.g. the use of protest at high profile televised events such as Miss America, proving its impact</li> <li>• TV also played the leading role in chronicling other political and social tensions in the 1970s, including other protest movements and the Watergate scandal.</li> </ul>

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

Question	Indicative content
<p><b>2b</b></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 and evaluate the source in relation to an enquiry into the growth of political divisions during Reagan's presidency.</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>• As a Democrat senator, Kennedy might be expected to take a critical stance against Republican President Reagan's nomination of the conservative Bork to the Supreme Court</li> <li>• Kennedy's attempt to implicate Bork in all of his colourful summary of headline conservative positions over a number of years is speculation. He does not specifically link Bork to these positions</li> <li>• Kennedy himself is using the floor of the Senate to raise the political temperature by suggesting that Bork is a threat to the US Constitution itself and was implicated in the prominent scandals of the time.</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 implies that Bork's nomination would impose a vision of America that would create lasting, long-term damage to citizens' fundamental freedoms ('denied access to... rights that are at the heart of our democracy')</li> <li>• It implies that the liberal gains of the previous Democrat era would be overturned by the appointment of an ideological conservative like Bork ('women would be forced into back-alley abortions')</li> <li>• It suggests that upsetting the liberal/conservative balance in the Supreme Court would curtail justice, laying bare the aims of the Republican right ('tip the scales of justice against the kind of country America is').</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>• Many Democrats were against Reagan's conservative policies and blocking Bork was seen as a way of thwarting his proposals</li> <li>• Bork's nomination caused great division between the President and Democrats in the Senate</li> <li>• There were other issues that opened up bitter division. Reagan's attempt to fund states through an extension of the New Federalism were blocked in the Democrat-controlled House</li> <li>• Although the Republican religious right wing wished to overturn liberal policies on women's and gay rights they were not able to complete a conservative backlash despite political clashes with the Democrats</li> <li>• Watergate was a scandal that attracted bitter political recriminations, with the Democrats forcing the issue of Republican corruption and dishonesty.</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 about how accurate it is to say that organised crime was the key factor in causing the failure of Prohibition.</p> <p>Arguments and evidence that organised crime was the key factor in causing the failure of Prohibition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Organised crime made national prohibition virtually unworkable as 'booze' was highly profitable. Gangsters bribed and intimidated prohibition agents. Prohibition failed as more alcohol was being consumed than before the ban</li> <li>• Organised crime became heavily involved in politics, so bribery and intimidation moved beyond prohibition agents to police, judges and local politicians. This fuelled calls for the end of prohibition</li> <li>• Large-scale smuggling was carried out by organised crime syndicates</li> <li>• Nationally publicised examples of gang violence such as the St. Valentine's Day Massacre added impetus to those who realised that the attempt to create a more moral country had actually done the opposite.</li> </ul> <p>Arguments and evidence that other factors were more important in causing the failure of Prohibition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Ending prohibition would increase revenue</li> <li>• President Hoover established the Wickersham Commission, which reported that prohibition was impossible to enforce. His successor, Roosevelt would use this evidence to end prohibition</li> <li>• The availability of industrial alcohol led to a thriving domestic manufacture in illegal distilleries</li> <li>• Roosevelt was instrumental in passing the Beer Act because it created jobs and helped farmers who produced crops for alcohol manufacture</li> <li>• Prohibition failed because it attempted to force one moral view of society on all Americans. To many immigrant groups, e.g. Germans, Italians and Irish, drink was a key part of their culture which they were reluctant to give up.</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 about how far the actions of the federal government were responsible for changing the status of ethnic minorities in the war years.</p> <p>Arguments and evidence that the actions of the federal government were responsible for changing the status of ethnic minorities in the war years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Office of War Information created posters with the slogan 'Woman Power', elevating the status of ethnic minority women in war industries rather than domestic service</li> <li>• Executive Order 8802 called on the Fair Employment Practices Commission to end discrimination in employment opportunities in defence industries</li> <li>• Lend-Lease required a huge increase in wartime production which led to a change in status for black Americans who left the Jim Crow South for the industrial north, mid-west and the west coast</li> <li>• Special restrictions created for Japanese Americans during wartime led to their loss of freedom, including enforced relocation and internment</li> <li>• Among the many sacrifices which Indian Nations made during World War II under the War Powers Act was to give up reservation land for the war effort. Some 876,000 acres of Indian land was used for the war effort.</li> </ul> <p>Arguments and evidence that other factors were responsible for changing the status of ethnic minorities in the war years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The impact created by war changed pay and conditions. Private companies beyond the remit of the FEPC had to offer more jobs to ethnic minorities, too. This led to increased union power for minorities</li> <li>• War work itself rather than federal government action was a draw to many ethnic minorities wanting to escape rural poverty. Whole new cities with large ethnic populations grew up, often associated with particular industries</li> <li>• The growth of organisations like the NAACP and the creation of the Congress of Racial Equality raised the profile of the fight by black Americans for civil rights and led to campaigns to change their status, such as the Double V</li> <li>• In 1945 returning Latino veterans campaigned for improved civil rights with a new unity, seeking equal rights in a country they defended, including challenges to separate education, a forerunner of later NAACP campaigns.</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 the NAACP improved black American civil rights in the years 1945-55.</p> <p>Arguments and evidence that the NAACP improved black American civil rights in the years 1945-55 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The NAACP brought several key cases testing discrimination to the Supreme Court, resulting in high profile civil rights judgements in public higher education, such as Sweatt v. Painter and McLaurin v. Oklahoma</li> <li>• Brown v. Topeka, which struck down segregation in public school education, was a landmark judgement challenging the very social fabric of the Jim Crow South</li> <li>• The NAACP also achieved Court victories in challenging discrimination in transportation, such as Morgan v. Virginia, and in housing, such as Shelley v. Kraemer</li> <li>• The cases contested by the NAACP in this period enabled civil rights groups to find a voice that was denied to them in Congress and bring about change through the reinterpretation of existing congressional and state legislation</li> <li>• The NAACP moved beyond court cases by working with the CIO to fight for black labour and by making representations to the President's Committee on Civil Rights, which produced Truman's To Secure These Rights programme.</li> </ul> <p>Arguments and evidence that the NAACP failed to improve black American civil rights in the years 1945-55 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The court judgements seemed to be 'paper promises' and tended not to lead to great change. Brown II delayed implementation of school integration. By 1955 virtually all public facilities were still segregated in the Old South</li> <li>• Outside the South de jure court victories meant little in tackling de facto segregation. White flight to suburbs, for example, was a practical response to the NAACP case against restrictive housing contracts, Shelly v. Kraemer</li> <li>• Black Americans faced challenges from the KKK and Citizen's Councils which used intimidation to restrict the amount of influence the NAACP could have on practical changes to their status</li> </ul> <p>Other relevant material must be credited.</p>

### Option 2H.1: 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 whether highway development and increased car ownership were significant in the changing nature of urban areas in the years 1955-63.</p> <p>Arguments and evidence that highway development and increased car ownership <i>were</i> significant factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The growth in car ownership meant that people could move to the suburbs but still work in the inner city, increasing urban residential development</li> <li>• A combination of highway building and increased use of cars meant that many out-of-town shopping malls developed around the outskirts of urban areas</li> <li>• Increased car ownership brought new services to suburbia, such as automobile retail and maintenance, motels and drive-in movie theatres, which stimulated new residential growth for employees in those services</li> <li>• Big-city suburban sprawl was increasingly a feature in areas beyond where it already existed in the industrial north east, as highway construction took many new car owners to the 'Sunbelt'.</li> </ul> <p>Arguments and evidence that highway development and increased car ownership were <i>not</i> significant factors, or that other factors were more significant, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The development of highways was mainly concentrated on large interstate projects which bypassed cities and suburbia</li> <li>• A very important feature in changing the pattern of suburbia was the development of Levittowns, which were new settlements where cheap land and mass construction made it cost-effective to live without a car</li> <li>• Levittown developers encouraged the building of schools, sports fields, community projects and small retail outlets, which changed the structure of suburban building and architecture</li> <li>• Developments in the suburbs were fuelled by cheap home loans from the Federal Housing Administration. As home ownership became the norm millions moved to the suburbs, transforming residential patterns</li> <li>• A pivotal feature in suburban settlement was the new job opportunities created as a result of federal government policy, often linked to science, the military-industrial complex or white-collar professional and technical work.</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 on how accurate it is to say that President Johnson and civil rights leaders did little that improved the lives of urban-based black Americans in the years 1964-68.</p> <p>Arguments and evidence that President Johnson and civil rights leaders did little that improved the lives of urban-based black Americans in these years should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• There was a feeling that the Civil Rights Act of 1964 and Voting Rights Act of 1965 had already largely dealt with problems faced by southern black Americans, so there was no need for further major initiatives by politicians</li> <li>• King's Chicago campaign in 1966 met with little support from President Johnson despite his aim to defeat poverty in the Great Society programme</li> <li>• The death of Malcolm X dealt a blow to urban-based black Americans. The natural successors to his separatist solutions lost the support of white liberal politicians, whose funding and support were necessary to improve lives</li> <li>• Four summers of race riots in over 300 towns and cities suggests northern blacks felt let down by politicians. Political initiatives may have dealt with constitutional issues, but did little to change everyday life in the ghetto.</li> </ul> <p>Arguments and evidence that President Johnson and civil rights leaders improved the lives of urban-based black Americans in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Johnson's Civil Rights Act outlawed Jim Crow segregation and other measures addressed problems with black American education e.g. the Secondary Schools Act (1965) and the Educational Opportunity Act of 1968</li> <li>• Johnson's Great Society programme included the Fair Housing Act, barring discrimination in sales and renting, and the Medicaid Act, which paid for medical expenses of the poor. Both disproportionately helped urban blacks</li> <li>• Whitney Young turned the National Urban League from a relatively passive civil rights organisation into one that aggressively fought for and created thousands of new jobs for black Americans</li> <li>• The NAACP under the direction of Roy Wilkins continued to fight for urban black Americans, winning significant court cases in upholding desegregation of hotels (1964) and schools (1968)</li> <li>• The development of the Black Panther movement included vital self-help projects in run-down urban black American communities, such as the provision of nurseries and free breakfast programmes.</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 about how significant environmentalism was in promoting political controversy during the presidencies of Ford and Carter.</p> <p>Arguments and evidence that environmentalism <i>was</i> significant in promoting political controversy should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• There was much political controversy surrounding Ford's Toxic Substances Control Act (TSCA). Congress thought it placed unreasonable burdens on industry, particularly during a severe economic recession</li> <li>• Carter's controversial energy programme designed to reduce carbon emissions was amended in Congress. People did not want to pay more for petrol as proposed by the National Energy Plan (1977) to reduce demand</li> <li>• Environmentalism as an issue resulted in a growing political division between Carter and the oil lobby supported by Wall Street Republicans and labour unions over the promotion of greener energy</li> <li>• Carter had no answer to the Three Mile Island nuclear incident, which turned public opinion against relatively green nuclear power stations and politicised the issue of nuclear safety</li> <li>• The Consumer Product Safety Commission, set up as a result of campaigning by Ralph Nader and the Public Citizen pressure group, politicised middle class liberals as they joined environmental organisations.</li> </ul> <p>Arguments and evidence that environmentalism <i>was not</i> significant in promoting political controversy, or that other issues were more significant, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Ford's TSCA was widely popular with the public, which neutralised the issue politically and meant that Congress acquiesced in the passage of the Act</li> <li>• Carter encouraged measures to reduce automobile fuel consumption and pollution. In the context of the oil crisis this was politically uncontroversial in Congress and obtained cross-party support</li> <li>• Other issues raised significant controversy, such as the failure to rescue hostages in Iran</li> <li>• The significant political issues of the Ford and Carter presidencies centred on the oil crisis, economic recession and the failure to stand up to the USSR, rather than on environmental issues, which raised less political controversy.</li> </ul> <p>Other relevant material must be credited.</p>