Mark Scheme (Results)

Summer 2024

Pearson Edexcel
In 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.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

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

Levels containing two marks only

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

Levels containing three or more marks

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

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

Indicative content

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

Generic Level Descriptors

Section A: Questions 1a/2a

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

Level	Mark	Descriptor
	0	No rewardable material
1	**1–2**	• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.
2	**3–5**	• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand or confirm matters of detail. • Evaluation of the source material is related to the specified enquiry and with some substantiation for assertions of value. The concept of utility is addressed mainly by noting aspects of source provenance and may be based on questionable assumptions.
3	**6–8**	• 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 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**	• 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**	• 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**	• 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**	• 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.

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**	• 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**	• 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**	• 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**	• 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. • 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.

Section A: indicative content

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

Question	Indicative content
1a	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse the source to consider its value for an enquiry into Roosevelt's introduction of the New Deal in 1933. 1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: • It provides evidence that Roosevelt was receptive to completely new ways of dealing with America's economic and social problems ('Although it was a very radical programme, Roosevelt accepted it with enthusiasm.') • It provides evidence that Roosevelt wished to stamp his own imprimatur on the New Deal but that, in doing so, his enthusiasm ran away with him ('His enthusiasm … led him to exaggerate what could be accomplished.') • It implies that Roosevelt's impetuosity led him to impose sweeping solutions without regard to the consequences ('… boldly rushed it through, and happily left it to others to worry about the difficult details'). 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: • As the President's Secretary of Labour, Perkins was in charge of important aspects of the introduction of the New Deal, which ascribes value to the source • Perkins' account, reinforced by the title of her memoirs, is particularly valuable as it indicates a very intimate knowledge of the way the President worked • Perkins is reporting on the introduction of the New Deal with personal insights still fresh in the mind, but with enough hindsight to judge how difficulties had occurred. 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: • The pace of the introduction of the New Deal showed Roosevelt's dynamism, backing up sweeping statements in his inaugural address with an impressive array of legislation in the First Hundred Days • Roosevelt was heavily influenced by advisers to be more radical than his instincts suggested in the introduction of relief and recovery. Proposals included a forty-hour working week and a minimum wage • Roosevelt was keenly interested in rural issues and believed that true prosperity would not return until farming was prosperous. The AAA, introduced in haste, fell victim to opposition.

Question	Indicative content
1b	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. 1. Candidates must analyse and evaluate the source in relation to an enquiry into the House Un-American Activities Committee (HUAC) in the late 1940s. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: • Maltz was writing from first-hand experience as he was one of the Hollywood Ten investigated by HUAC • Maltz's personal experiences at the hands of HUAC may have led him to be over-zealous in seeking out inconsistencies in the way colleagues were treated during the late 1940s • Maltz's evidence refers to two other members of the Hollywood Ten; the treatment of seven others is not documented • The evidence refers to the work of HUAC in a very narrow field, a small section of just one service industry. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It implies that opposing the Committee was self-destructive, as only those who could be manipulated into supporting HUAC would prosper in their careers ('…new set of principles… immediately found work') • It states that those who held on to their principles were persecuted ('refused to co-operate with HUAC…were convicted and went to jail.') • It implies that HUAC used moral blackmail ('When Dmytryk emerged from his prison term he did so with a new set of principles, testified as a supporter of HUAC…') • It suggests that the impact of HUAC had profound consequences for those who refused to conform ('…came out of prison without changing his moral principles…was blacklisted…for many years.'). 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: • The Hollywood blacklist was, in reality, a much broader entertainment industry blacklist experienced by hundreds, put into effect during the early years of the Cold War against alleged communist sympathisers • Many victims of the Red Scare from many walks of life could not work in their professions for years afterwards • The pressure applied by HUAC meant that many other Hollywood employees were implicated as part of a broad campaign against communism.

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

Question	Indicative content
2a	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse the source to consider its value for an enquiry into the difficulties faced by President Carter in dealing with America's economic problems. 1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: • It indicates that Carter faced problems beyond his control as President, obstacles from other oil-producing countries ('due to external factors… doubling of oil prices by OPEC') • It claims that Carter inherited serious economic problems ('In 1974, we had the worst recession since the Second World War.') • It implies that the problems encountered, and the obstacles to their alleviation, were partly the fault of the public ('which requires greater public sacrifice') • It claims that inflationary problems were caused by the Government ('We have inflation because of his Government.'). 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: • The purpose of the journalist is to put the question to both candidates and probably to be fair to both in the debate, so his introductory remarks are likely to be trustworthy • The responses indicate both sides of the political debate • There is great value in the fact that the debate is taking place at a time when Carter's problems and the difficulties he faced are especially open to scrutiny, during an election campaign. 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: • When Carter took office in 1977, he faced huge difficulties: the USA was suffering from crises in energy, welfare, healthcare and inner-city deprivation, as well as a lack of trust in presidents • As a Democrat expected to care and to do more about poverty than his Republican predecessors, Carter tried to do too much too quickly, contributing to the illusion of a bigger federal government • Carter had to deal with inflationary problems caused by the OPEC oil embargo but, in doing so, encountered a new recession and an uncompetitive manufacturing industry, leading to stagflation.

Question	Indicative content
2b	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the source in relation to an enquiry into the aims and methods of student protest in the USA in the 1960s. 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: • As a prominent leader of the student movement for a large part of the 1960s, Gitlin is in a good position to estimate its changing aims and methods during that period • Gitlin is recalling a stated turning point in the aims and methods of student protest with enough hindsight to judge how permanent that change became • As a professor of sociology in 1987, Gitlin's purpose in writing the book would have been to provide an academic's scholarly insight into the aims and methods of student protesters. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It suggests that there was a decisive turning point in the methods used by student protesters in 1968 ('the student movement was "free at last" from restraint.') • It suggests that non-violence was no longer the key feature of student protest ('non-violence went to the grave with him.') • It provides evidence that moderate aims were in retreat, to be replaced by more radical objectives ('moderate thinking ended. All that mattered was to build a base for the coming revolution.') • It gives evidence that student aims had been to oppose military research and to oppose racial discrimination by means of peaceful sit-in protests ('student occupation…military research…was located.'). 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: • SDS wanted participatory democracy – they saw an American citizenry with no influence over the nuclear arms race or, closer to home, authoritarian university administrations • Under the pressure of the Vietnam War and black militancy in the wake of Martin Luther King Jr.'s assassination, SDS' leadership thought that by stoking up violent confrontations, they could 'bring the war home' • The revolution foreseen by SDS was seen most clearly in the Weathermen, who were the most ferocious and reckless of the factions, inspired by South American, South-east Asian and Chinese revolutionaries.

Section B: indicative content

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

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about how accurate it is to say that federal government policies were the key factor in the economic boom of the 1920s. Arguments and evidence that federal government policies were the main reason for the economic boom of the 1920s should be analysed and evaluated. Relevant points may include: • The impact of government philosophy, e.g. Republican support for laissez-faire economics, was a cause as it allowed the market to flourish free from costly restrictions and high corporate taxation • A reason was reduced Federal Trade Commission (FTC) regulation. Lighter regulation encouraged competition, thereby helping small businesses • Mellon's fiscal policy was a cause, as it favoured big business and gave consumers more disposable income, e.g. revenue acts (1921-26), which cut surtax from over 50 per cent to 20 per cent • Government tariff policies, e.g. the Fordney-McCumber Tariff Act (1922), were a factor, as they protected US industry from foreign competition and ensured the growth of new industries. Arguments and evidence that other issues were the main reason for the economic boom of the 1920s should be analysed and evaluated. Relevant points may include: • The 'Ford revolution' in the mass production of cars was a major reason, as Frederick W Taylor's conveyor belt technology spread to other industries, driving down costs and raising production levels • The creation of mass advertising was a reason, stimulating a consumer-led boom, especially in household goods • The economic impact of the First World War created a boom, as more manufacturing for the Allies aided the development of key industries after the war, e.g. chemicals • A reason was the availability of easy credit and hire purchase, which stimulated consumer demand. Other relevant material must be credited.

Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on whether the Second World War was the most significant development in changing the status of ethnic minorities in the USA in the years 1933-45. Arguments and evidence that the Second World War was the most significant development in changing the status of ethnic minorities in these years should be analysed and evaluated. Relevant points may include: • The wartime necessity for Executive Order 8802 was significant, as it meant that overt racism in the workplace for black Americans decreased • Ethnic minority women found greater opportunities than had existed before the War, with many finding work more rewarding and paying better than domestic service • There were significant wartime economic opportunities for hundreds of thousands of Mexican Americans allowed to work in the USA under the Bracero Agreement • Wartime was particularly significant for the status of Japanese Americans as the status of *nisei* and, especially, *issei* people deteriorated sharply, with internment for many of the latter. Arguments and evidence that the Second World War was not the most significant development in changing the status of ethnic minorities in the USA in the years 1933-45 should be analysed and evaluated. Relevant points may include: • Some wartime factories refused to hire blacks; Executive Order 8802 was largely circumvented by Southern employers and many black and Hispanic Americans were kept in menial jobs • The pre-war New Deal was significant in changing the status of black Americans, e.g. Roosevelt employed more black Americans in government. Many, e.g. Mary McLeod Bethune, made significant advisory contributions • Pre-war alphabet agencies were significant, as over three million New Deal agency jobs were provided for ethnic minorities • Changes in status for Native Americans were significant before the War as they were allowed their own police and legal systems and to control land sales within reservations under the Indian Reorganisation Act (1934). Other relevant material must be credited.

Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether television was the key reason for changes in popular culture in the years 1945-55. Arguments and evidence that television was the key reason for changes in popular culture in these years should be analysed and evaluated. Relevant points may include: • Television allowed millions, including people on low incomes, to view major sporting events and popular entertainment that had previously mainly been experienced through other media by the middle class and the rich • New 'low-brow' shows were blamed in reports for dumbing down popular culture, allegedly contributing to lower educational attainment as students spent too much time watching television rather than doing schoolwork • *The Toast of the Town* (1948), later *The Ed Sullivan Show*, brought African Americans on to national television, which helped to undermine the presence of racism in popular culture, particularly among the young • Television had a major impact on other forms of popular culture. Average weekly attendance at the movies fell by nearly 50% in this period. Arguments and evidence that television was not the key reason for changes in popular culture in these years should be analysed and evaluated. Relevant points may include: • Television tended to reinforce stereotypes rather than change popular culture. There was an abundance of programming, such as sitcoms, that reinforced existing cultural attitudes • Other forms of popular entertainment were a cause of change in teenage culture, especially music genres such as rock 'n 'roll, popularised by Bill Haley and the Comets, then Elvis Presley • Films helped to develop the idea of a new social group leading popular culture. *Rebel Without a Cause* dealt with teenage alienation from old forms of culture. Comic books and popular magazines reinforced this view • The consumer society was a cause of change, as it provided the means to access new cultures through new cars (e.g. drive-in movies) and electrical goods other than televisions (e.g. gramophones). Other relevant material must be credited.

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

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

Question	Indicative content
7	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how accurate it is to say that the growth of Black Power was the main reason for the weaknesses in the civil rights movement in the years 1963-67. Arguments and evidence that that the growth of Black Power was the main reason for the weaknesses in the civil rights movement in these years should be analysed and evaluated. Relevant points may include: • Black Power was a significant cause of weaknesses, as it was associated with the Nation of Islam, which stressed divisions between blacks and whites, rejecting King's apparently successful multiracial approach to civil rights • Malcolm X's influence on SNCC and CORE was significant, with the rise of Stokely Carmichael, Rap Brown and Floyd McKissick weakening ties between Black Power and more moderate groups such as NAACP and SCLC • The Black Panthers were a cause of weaknesses within the movement, as they had a radical socialist agenda and developed into a paramilitary organisation, which alarmed previously supportive white liberals • Black Power's poor organisation and leadership, its rejection of white membership of its organisations and its failure to develop effective plans for change were reasons for weaknesses in the radical wing of the movement. Arguments and evidence that that other factors were the main reason for the weaknesses in the civil rights movement in these years should be analysed and evaluated. Relevant points may include: • A weakness was caused by significant damage to the civil rights movement wrought by the subtle discrimination perpetrated by citizens' councils and by the less subtle violence carried out by the Ku Klux Klan • The Vietnam conflict was a reason for weaknesses, as it began to divide all classes and races in American society and deflected attention from civil rights issues • Martin Luther King weakened the movement when, in 1967, he alienated many moderate and white supporters by speaking out against the Vietnam War • A weakness was caused by the failure of King's campaigns in the north, especially in Chicago in 1966, which caused damage to the campaign for an end to *de facto* segregation. Other relevant material must be credited.

Question	Indicative content
8	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how significant campaigns for traditional values were in causing the political divisions evident in the USA in the years 1981-92. Arguments and evidence that campaigns for traditional values were significant in causing the political divisions evident in the USA in these years should be analysed and evaluated. Relevant points may include: • The Religious Right influenced the Reagan administration, persuading him to appoint conservative justices to the Supreme Court. This raised political divisions, as liberals found their causes on gender equality blocked • Phyllis Schlafly led a Catholic campaign in favour of family values in the election campaign of 1980, amplifying the political split with liberals. Reagan was sensitive to her polarising effect, even within his own party • Conservative Protestants led a campaign against moves to secure the Equal Rights Amendment, ensuring continued political division, as its supporters were accused of being against traditional family life • The Religious Right's opposition to homosexuality limited Reagan's reaction to the spread of AIDS, infuriating gay rights organisations. On Columbus Day 1987, half a million demonstrators in New York demanded better funding. Arguments and evidence that campaigns for traditional values were of limited significance / other issues were significant in causing the political divisions evident in the USA in these years should be analysed and evaluated. Relevant points may include: • Despite election campaign promises, Reagan failed to deliver very much on the Moral Majority's agenda, minimising any political divisions arising from campaigns for traditional values • Many significant political divisions concerned Reagan's attempt to redefine the relationship between federal government and the states, to cut federal spending. This policy was rejected by Democrats in Congress • Reagan's passion for greatly increased military spending was significant in causing divisions with left-wing Democrats • Widely differing attitudes to economic thinking were exacerbating political division. For example, in 1992, George Bush Sr. raised income tax and cut federal spending, alienating Republicans and Democrats respectively. Other relevant material must be credited.

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