Mark Scheme (Results)

Summer 2023

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.

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 responses to economic problems faced by the USA in 1929. 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 business organisations had a great role to play in repairing economic damage ('business decisions will sustain the purchasing power of the nation') • It suggests that hitherto business had not been seen as the guardian of public welfare ('…an opportunity to get business more involved in the welfare of the public') • It implies that business has been prepared to make sacrifices in order to repair a damaged economy ('industrialists that I invited to the White House have voluntarily agreed to maintain wage rates'). 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 President, Hoover had a responsibility to take a broad 'overview' of the economy, which ascribes value to the source in assessing significant responses • Hoover may be reporting on the conferences as an opportunity to cement the principle of laissez faire government, as the key responses to federal government action reported are shown to be from business • Hoover is taking the opportunity to claim executive efficiency in response to economic damage by swiftly bringing together the most important business leaders. 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: • Damage to the economy in 1929 was partly caused by a lack of regulation of business and banking practices • A sell-off in the stock market was the chief response to economic problems towards the end of 1929, as the Wall Street Crash demonstrated • The loss of business capital had led many companies to respond to the economic crisis by laying off their workforce, or by drastically cutting wages, while a liquidity crisis had led to damaging runs on many banks • Laissez faire was a well-established principle of Republican government in the 1920s and Hoover worried that excessive federal intervention posed a threat to capitalism and individualism.

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. Candidates must analyse and evaluate the source in relation to an enquiry into the nature of WPA support for writers and musicians during the Second New Deal. 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: • Dies was exhibiting a strongly anti-communist tone • As Chairman of HUAC, Dies may have been in a good position to seek out 'un-American' disloyalty within the WPA • Dies uses evidence from a relief project in one of the most populous parts of the country (New York), a large representative sample of communist influence in the WPA. 2.The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It claims that WPA support for writers and musicians was politically orientated and was influenced by dangerous left-wing extremism ('the greatest financial bonus … to the Communists') • It states that Communists played a leading role in administering relief ('entrusted by New Deal officials with high administrative positions') • It implies that Communist influence within the WPA was over-stated, as recipients of relief had to join the Workers Alliance in order to retain their jobs, probably irrespective of their political beliefs • It implies that WPA support for musicians and writers was in some way directed by the USSR ('the Communist dictator of the Soviet Union, could not have been more delighted by his agents…'). 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: • There was support given by the WPA consistent with communist egalitarianism, e.g. treating women more equally to men than in other New Deal agencies, especially in the music and writers' projects • The Federal Project Number One programmes undertook theatre, music, and visual arts projects. Other service programmes supported historic preservation, library collections, and social science research • Many writers and musicians identified the Federal Arts Programmes as an attempt to pacify revolutionary-minded artists • Henry Alsberg defended the Federal Writers' Project in front of HUAC. Alsberg acknowledged challenges in the New York FWP office due to communist activity but claimed that the problem had been addressed.

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 aims of the civil rights movement in the 1950s. 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 the movement aimed to change its completely passive approach in the face of oppression to taking action ('…tired of … the brutal feet of oppression. We have no alternative but to protest.') • It suggests that the methods of the movement included showing up their enemies by contrasting peaceful protest with violence ('Let nobody compare our actions to the Ku Klux Klan… the birth of justice.') • It implies that the aims of the movement could be achieved by appealing to the machinery of federal government ('If we are wrong… the Constitution of the United States is wrong.'). 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: • Martin Luther King was at the centre of the change of emphasis in the civil rights movement by the end of 1955, so he was in a good position to explain the aims of the movement to a wider audience • One of the aims was to highlight a new departure in methods: the purpose of the speech was to rally a large number of Southern black Americans to a new mass protest against segregation and humiliation • The language of the source is emotive, referring to Christian tenets and the quasi-religious symbolism of the US Constitution, in order to emphasise the aim of peaceful and law-abiding methods. 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: • King was speaking at the outset of a new movement against segregation in transportation in Montgomery, Alabama • References to the Supreme Court were in the context of a number of landmark judgements on segregation and civil rights handed down in the previous decade, e.g. the recent ruling in the case of *Brown v. Topeka* • Awareness of the continuing oppression and violence by the Ku Klux Klan, as well as miscarriages of justice, had recently been highlighted through the wide publicity given throughout the country to the case of Emmett Till.

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 influence of MTV on Americans in the years 1981-92. 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 television presenter who had worked in the media throughout the 1980s and early 1990s, Battista is in a good position to estimate the influence of MTV during that period • Battista is reporting on trends in broadcasting fresh in the mind, but with enough hindsight to judge how influential MTV had been • The presentation is a news item from one cable network about another, so it may be promotional and exaggerated in its estimation of the importance of the influence of new, independent broadcasting channels on Americans. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It states that MTV had an early and profound effect on young people's viewing habits ('The first videos… kids were hooked') and later a similar effect on a wider audience ('animation, guaranteeing a wider audience') • It suggests MTV revived the public's interest in pop music, as it was very effective in generating consumer interest in different artists and thereby increasing revenues ('MTV was the red-hot centre of the music business.') • It claims that MTV influenced almost every American who was producing or performing in television media, not just those working in music ('Soon, nearly everything on TV looked like MTV.') • It suggests that MTV's music output was a means to reach a previously ambivalent generation and engage them in politics ('MTV even held… a new generation of voters'). 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 creation of MTV allowed the record industry to change the packaging of bands and music artists, and to do this to a larger extent than in previous years, making them more accessible • Not all the influences of MTV were positive; fantasy packaging came with other effects, such as increasing drug abuse • MTV effectively diminished the power of radio over American audiences, which had a direct effect on the avenues bands would use to find success. It made TV the dominant source of discovering new music • By 1992, MTV had expanded its influence, debuting animated series including *Frog Baseball,* as well as documentaries, news, game shows and public service campaigns on topics ranging from voting rights to safe sex.

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 whether Jazz music was the main feature of cultural change in America during the 1920s. Arguments and evidence that Jazz music was the main feature of cultural change should be analysed and evaluated. Relevant points may include: • Jazz was associated not just with instrumental music but with a more general cultural change encompassing singing and dancing, the Harlem Renaissance and the work of Langston Hughes • Jazz was at the forefront of the 1920s revolution in female culture. Bessie Smith became a household name for a generation of newly-independent women, many of them flapper girls • Jazz was associated with the Great Migration of black Americans who spread their music to new areas and to white Americans. Their influence was to prove to the world that America was leading a cultural revolution • Jazz was influential enough to give its name to the era of good feelings known as 'The Jazz Age'. Arguments and evidence that Jazz was not the main feature of cultural change should be analysed and evaluated. Relevant points may include: • Jazz was only part of the development even of black American culture, where the New Negro Movement encompassed black American achievement in literature, art and drama as well as music, not all of it Jazz • In the 1920s, baseball became America's national pastime. Most American cities had big stadiums, with huge spectator capacity, indicating a cultural revolution in popular participation • The 1920s was the decade when radio brought the entire country closer together over the airwaves. Radio also led to a huge growth in advertising, which was behind cultural change achieved through consumer spending • Cinema had a greater claim to be responsible for cultural change. By 1929, films were the premier form of popular entertainment and, through written publications, the lives of Hollywood stars were a national obsession. 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 New Deal benefited black Americans more than it benefited other ethnic minorities in the USA. Arguments and evidence that Black Americans benefited more from the New Deal than other ethnic minorities should be analysed and evaluated. Relevant points may include: • Roosevelt employed more black Americans in government than ever before. Many, e.g. Mary McLeod Bethune, made significant advisory contributions. The employment of black American civil servants tripled • In 1941, Roosevelt set up the FEPC (Federal Employment Practices Committee) to outlaw discrimination against black Americans in the defence industry • Black Americans benefited more by sheer weight of numbers. One third of relief in 1935 and over two million New Deal agency jobs were provided for black Americans • There was positive discrimination for black Americans in the NYA (National Youth Administration), with black officials appointed in areas where black Americans dominated. Arguments and evidence that other ethnic minorities benefited more from the New Deal than black Americans should be analysed and evaluated. Relevant points may include: • Native Americans benefited more in that they were allowed to have their own police and legal systems, control land sales and manage tribal resources within reservations under the Indian Reorganisation Act (1934) • Officials made specific attempts to ensure that Native Americans could access New Deal agencies, e.g. with a separate division of the CCC (Civilian Conservation Corps - Indian Division) to find jobs • Hispanics benefited more in some regions. The Civilian Conservation Corps (CCC) and Works Progress Administration (WPA) hired unemployed Mexican Americans on relief jobs throughout the Southwest, both rural and urban. • Public works projects made targeted contributions to the physical security of millions of Puerto Ricans through the construction of hurricane-proof houses, schools, hospitals, roads, waterworks, and rural electrification. 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 the extent to which a new teenage culture was evident in the lives of young Americans in the years 1945-55. Arguments and evidence that a new teenage culture was evident in these years should be analysed and evaluated. Relevant points may include: • A huge market for the new 'teenager' was created in fashionable clothing and popular music as the youth population grew to more than 40% of the population • Young people appeared to be dressing and acting differently from their parents, encouraged by new markets in clothing and entertainment that developed as a result of the growing affluence of young people • The popularity of the teenage culture was evident in sales of Bill Hayley's 'Rock around the Clock' (16 million copies), which topped the Billboard chart for 8 weeks • Rebellious behaviour was promoted in films that used a rock 'n' roll soundtrack, e.g. 'Blackboard Jungle'. There was an increase in teenage gang fights, drunkenness and disrespectful attitudes to adults in the 1950s. Arguments and evidence that a new teenage culture was not evident in these years should be analysed and evaluated. Relevant points may include: • Most young people remained as conservative as their parents, with most young women aspiring to marriage, home and a family. Film plots like 'Blackboard Jungle' ultimately showed that adults restored authority. • Half of the young male population was drafted into the armed forces in the 1950s and learned to accept discipline • Many teenagers listened to placid 'crooners' like Pat Boone or Perry Como • In spite of fears that cultural developments promoted a culture of delinquency, only a tiny proportion of young people ended up in criminal courts. 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 how accurate it is to say that President Kennedy achieved the objectives outlined in his New Frontier programme. Arguments and evidence that Kennedy achieved the objectives outlined in his New Frontier programme should be analysed and evaluated. Relevant points may include: • Many young Americans responded to Kennedy's objectives in asking 'what you can do for your country' by joining the newly-formed Peace Corps • Kennedy's New Frontier objectives in space challenged the American people and government to reach the Moon – in 1961, the first American went into space and, in 1962, the first American orbited the Earth • Objectives to improve social justice were met, e.g. Kennedy signed legislation that raised the minimum wage and increased social security benefits • Kennedy fulfilled an objective to help to alleviate rural poverty, e.g. he allocated funds to impoverished rural areas for projects such as expansion of rural electrification and soil conservation • Kennedy's New Frontier objectives included improved civil rights for black Americans, which he fulfilled by successfully challenging Southern state obstructionism in higher education and interstate transportation. Arguments and evidence that President Kennedy failed to achieve the objectives outlined in his New Frontier programme should be analysed and evaluated. Relevant points may include: • Kennedy became preoccupied by Cold War concerns from an early stage in his presidency, which took away time and revenue from his New Frontier domestic programme, which meant its objectives could not be fully met • Objectives to achieve improvements to elementary and secondary schools were rejected by Congress • Plans to provide health insurance objectives for the elderly failed because Congress refused the funds. 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 women in the USA improved their personal freedom in the years 1963–80. Arguments and evidence that women in the USA improved their personal freedom in these years should be analysed and evaluated. Relevant points may include: • The Equal Pay Act (1963) was a significant contribution to women's rights, increasing opportunities for women to pursue their own careers; in the 1970s, women gained the ability to secure credit independently of husbands • Once the word 'sex' was added to the Civil Rights Act (1964), it opened the way for many lawsuits against discrimination against women in employment; the professions began to open up for women • By the end of the 1960s, more than 80 percent of wives of childbearing age were using contraception, freeing many women from unwanted pregnancy and giving them many more choices, and freedom, in their personal lives • In the 1970s, the passing of *Roe v. Wade* gave an opportunity for a new impetus to the second wave feminist movement that focused on women's personal freedoms in sexuality, within the family and in reproductive rights. Arguments and evidence that women in the USA did not improve their personal freedom in these years should be analysed and evaluated. Relevant points may include: • Conservative Protestants led a campaign against moves to secure the Equal Rights Amendment, which did not achieve the necessary three-fourths majority of states required for it to be added to the US Constitution • Phyllis Schlafly led a conservative campaign against opportunities sought by NOW in the 1960s and a Catholic campaign through the National Right to Life Committee from the 1970s, restricting further personal freedoms • During the 1970s, conservative voters were mobilised to vote for candidates calling for a return to traditional values, who, once elected in some states, began to obstruct opportunities for women to improve personal freedoms • The 'New Right' or 'Religious Right' became a more visible and powerful political force in its opposition to a woman's right to terminate a pregnancy, which had an effect by limiting the opportunities afforded by *Roe v. Wade*. 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 to what extent President Reagan's economic policies were successful in the years 1981–88. Arguments and evidence that Reagan's economic policies were successful in these years should be analysed and evaluated. Relevant points may include: • The 1981 Omnibus Reconciliation Act and Economic Recovery (Tax) Act cut over 300 government programmes, reducing federal government deficits in many areas in the first term, e.g. cuts to federal welfare provision • The Job Training and Partnership Act (1982) devolved responsibility for unemployment programmes to the private sector, thus successfully reducing the size and scope of federal government expenditure in that area • Reaganomics - supply-side economics - encouraged the reduction of obstacles, such as taxes, to allow consumers to spend and stimulate the economy. Reagan presided over average annual growth rates of 4% • Reaganomics helped lower unemployment and inflation, thereby ending the 1981-82 recession. The reduction of taxes on corporations allowed for a great expansion in manufacturing and the purchase of needed equipment. Arguments and evidence that Reagan's economic policies were not successful should be analysed and evaluated. Relevant points may include: • Reagan's 'New Federalism', to transfer federal government spending to the states, largely failed. He abandoned his federalism principles when they faced other specific issues, interests, and objectives that contradicted them • Deregulation of finance and the environment backfired, necessitating increased federal expenditure, e.g. in the Savings and Loans scandal • Although there were some reductions in domestic federal expenditure, Reagan failed to balance the budget because he couldn't reduce the scope of a Congress determined to defend domestic programmes • The aim of the Gramm-Rudman Act (1985) to reduce the federal budget deficit to zero was not realised, as the demands of defence spending sent the deficit spiralling out of control. Other relevant material must be credited.

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