Mark Scheme (Results)

Summer 2023

Pearson Edexcel GCE
In History (9HI0/2H)
Advanced

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

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2023
Question Paper Log Number P72261A
Publications Code 9HI0_2H_2306_MS
All the material in this publication is copyright
© Pearson Education Ltd 2023

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

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	**1–3**	• 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. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	**4–7**	• Demonstrates some understanding and attempts analysis of the source material 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. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	**8–12**	• 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 utility 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 but with limited justification.
4	**13–16**	• 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, although treatment of the two sources may be uneven. • 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 be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
5	**17–20**	• Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing 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 secure 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 fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

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	**1–3**	• 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	**4–7**	• 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 focus of the question. • Mostly accurate and relevant knowledge is included, but 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	**8–12**	• 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	**13–16**	• 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.
5	**17–20**	• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: indicative content

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

Question	Indicative content
1	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 sources to consider how far the historian could make use of them to investigate the impact of the Depression on the lives of Americans. **Source 1** 1.The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • The purpose of the account is to indicate that the effects of the Depression on people were both immediate and bewildering • As a photographer and filmmaker, Parker probably had an eye for detail; despite the passage of time, his recall of past language is specific • Parker is giving a first-hand account as someone who was deeply personally affected by the Depression. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of the Depression on the lives of Americans: • It suggests that the relationship between employers and employees, amid Depression, was distant (''Because of unforeseen circumstances, some personnel will be laid off… notified in due course… - The Management'.') • It suggests that a collective and immediate anxiety had hit the nation (''MARKET CRASHES—PANIC HITS NATION!'…') • It provides evidence that damaging economic effects were indiscriminate as to class ('…it surely concerned only the rich. But by the first week of November, I knew differently.') • It provides evidence that unemployment was a universal impact of the Depression across the USA ('Along with millions of others across the nation, I was without a job.'). 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 content. Relevant points may include: • The effect of the Wall Street Crash in October 1929 was immediate; by the end of 1929, unemployment had increased by 2.5 million • Black Thursday had a significant effect as optimism disappeared almost overnight as the Crash that day triggered the downward economic spiral that led to bankruptcies, mass unemployment, homelessness and despair • In 1929, newspapers provided the main way ordinary citizens got their news. This was how the public read their fate following the disaster, and headlines shocked readers and didn't mask the severity of the situation. **Source 2** 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • This is a raw first-hand account, with a level of detail suggesting a close personal engagement with the problems of women on the breadline

Question	Indicative content
	• Le Sueur is exemplifying the impact of unemployment and its effects on the everyday lives of women • The tone is both deeply personal and forensic; Le Sueur has shown a close interest in the impact on a community of which she was a part but has been able to step back and give a general view about human behaviour. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of the Depression on the lives of Americans: • It implies a lack of state support for victims of the Depression (‘Most of us have had no breakfast. Some have had meagre rations for over a year.’) • It suggests that the Depression sometimes had an undesirable effect on human behaviour and mental state; both a dog-eat-dog mentality and psychosis were in evidence among a minority (‘…kill for bread?’ ‘…terror’) • It provides evidence that the Depression brought pressure on family togetherness (‘The woman probably doesn't hear from him for a long time.’; ‘after a day's searching for work to wrestle with …her children.’) • It provides evidence that the Depression had a severe impact on employment in city and country alike (‘…farms have been vacated in Minnesota…into the city…jobs only for the attractive.’). 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 content. Relevant points may include: • Many states, including Minnesota, had very little government support to mitigate the effects of unemployment • Rising crime rates during the Depression included violence increasing among hitherto calm people, as middle-class white Americans competed for jobs traditionally held by the lower classes • The Depression had a tremendous social and psychological impact, with an increasing suicide rate. **Sources 1 and 2** The following points could be made about the sources in combination: • Both sources agree that there was a wave of anxiety affecting the people • Both sources agree that unemployment was the root cause of the damaging impacts on people’s lives and that class was not a discriminator • There is a clear contrast in focus as Source 1 focuses on an individual while Source 2 is concerned with the impact on families.

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

Question	Indicative content
2	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 sources to consider how far the historian could make use of them to investigate the reasons for President Nixon's decision to resign the Presidency. **Source 3** 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • As a former member of Nixon's White House staff, Hess was in a good position to gauge the thinking of Nixon's closest advisers about the pressure placed on him to resign • The writer was no longer a White House insider at the time of Nixon's impeachment, so he is more likely to have written objectively about the situation surrounding his resignation • The purpose of the source is to show that even Nixon's erstwhile political allies were putting him under pressure to resign. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences on the reasons for President Nixon's decision to resign the Presidency: • It suggests that the reasons for Nixon's resignation was driven by the changing opinion of his political allies and friends ('It took some time… Goldwater saw… Nixon was a lost cause.' 'the folks…made him.') • It provides evidence that Nixon resigned because there was proof that he had lied about the cover-up ('conversations… that made clear that Nixon had tried to cover up the bugging attempt.') • It claims that the release of unexpurgated tape transcripts was the key issue in Nixon's decision to resign ('…Scott, who had previously defended Nixon on the basis of an edited transcript of a Watergate tape…'). 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 content. Relevant points may include: • Based on the strength of the evidence presented and bipartisan support for the Democrat-led House Judiciary Committee, House leaders concluded that Nixon's impeachment by the House of Representatives was certain • The release of the 'smoking gun' tape was ordered by the Supreme Court in a case known as *United States v. Nixon*. It was the unanimous decision of the nation's highest court that pushed Nixon towards resignation • The key to Nixon's decision to resign was the content of a taped meeting with adviser, H R Haldeman, soon after the Watergate break-in, stating: 'We're back in the problem area because the FBI is not under control.'

Question	Indicative content
	Source 4 1.The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • The purpose of the memoir by the President is to provide both a mild *mea culpa* and a rationale to the reader to explain his actions • The purpose was to show the President in a better light than the public had perceived at the time of his resignation four years earlier • These are the recollections of Nixon himself, unadulterated by political opponents. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reasons for President Nixon's decision to resign the Presidency: • It implies Nixon resigned for noble reasons, stepping down of his own volition to protect the integrity of the executive from a hostile legislature ('Once… forced to resign, … Congress… could block his policies.') • It indicates that Nixon was resigning to avoid a tawdry impeachment process that would be political rather than a legal judgement ('My impeachment … not… on the basis of law… I had to be removed.') • It indicates that Nixon perceived that the evidence of his criminality was damning and therefore he had no choice but to resign ('…the 23 June tape was damning … So, I had no choice.') • It suggests that Nixon was steered towards the final decision, that the reason he resigned was on the advice of his adviser ('…I called my Press Secretary, Ron Ziegler, for an account of the morning news.'). 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 content. Relevant points may include: • The tapes showed the public that Nixon was not to be trusted, and society began to view him in a different light • Nixon's alternative was to face impeachment on charges of obstruction of justice, protection of those responsible, concealment, and the abuse of power by using the office of the presidency criminally on many occasions • With his complicity in the cover-up made public, the scandal implicating many members of the White House and his political support completely eroded, Nixon resigned. **Sources 3 and 4** The following points could be made about the sources in combination: • Both sources agree that the release of incriminating tapes played a key role in Nixon's decision to resign • Both sources agree that a clear reason for Nixon's decision to resign was the impact of impending impeachment • Source 3 implicitly focuses on the damage Nixon would do to his party if he did not resign. Source 4 finds an excuse for Nixon not to resign; not resigning would aid future executive powers.

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, in the 1920s, the Ku Klux Klan possessed neither sizeable support nor significant influence. Arguments and evidence that the Ku Klux Klan possessed neither sizeable support nor significant influence in the 1920s should be analysed and evaluated. Relevant points may include: • Many Americans were repelled by KKK activities, limiting its influence • Even at its peak, membership was regional and sparse in most parts of the USA: 40% of membership was in three mid-west states, 25% in the South and hardly any in the west • The Klan's 'moral crusade' image and its membership figures were badly damaged by a series of scandals, e.g. by the David Stephenson case in Indiana (1925) • The Evans 'social club' initiative to boost KKK membership and influence in the late 1920s ended in failure • The KKK's influence was undermined by anti-immigration legislation, which took away one of its best propaganda tools and reduced its influence. Arguments and evidence that the Ku Klux Klan possessed sizeable support and/or influence in the 1920s should be analysed and evaluated. Relevant points may include: • The Klan possessed both sizeable support and influence at times during the 1920s. It boasted an estimated national membership of 3-4 million in 1924-25, and a controlling influence in Indiana's law enforcement system • The KKK was not confined to rural areas but also established itself in large cities, such as Detroit, Denver and Dallas, where it could be influential with city law enforcers and other prominent leaders • The Klan was able to exert political influence, e.g. two Georgia senators were Klansmen and the KKK allegedly helped to elect governors in Maine, Ohio, Colorado and Louisiana • The KKK possessed enough support to damage a Catholic New Yorker, Al Smith, in his campaign to secure the presidential nomination in 1928. 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 USA's economic recovery, in the years 1933-41, owed more to the development of a war economy than to the impact of the New Deal. Arguments and evidence that the USA's economic recovery, in these years, owed more to the development of a war economy should be analysed and evaluated. Relevant points may include: • The New Deal offered relief rather than recovery, enabling the USA to survive the Depression years to be in a position to benefit from economic opportunities offered by becoming the Arsenal of Democracy from 1940 • The New Deal failed to generate economic prosperity. Industrial growth was stimulated by the development of a war economy in supplying arms to Britain and France after war broke out in Europe • Lend-Lease (1941) was a turning point for US economic growth. The expenditure and stimulus of this war economy brought about a reduction in unemployment from 9 million in 1940 to less than one million by 1943. • The New Deal record on unemployment was modest – there were 7 million unemployed in 1937 rising to 10 million in 1938 during the so-called Roosevelt recession; the Arsenal of Democracy reversed this weakness • The New Deal offered little genuine prosperity to disadvantaged groups such as ethnic minorities, nor to women. These groups benefited once the war economy developed from 1940. Arguments and evidence that economic recovery in these years owed more to the impact of the New Deal should be analysed and evaluated. Relevant points may include: • The New Deal brought important benefits in years to 1941, especially the Second New Deal, which brought greater economic protection and security for US citizens, enabling them to contribute by their work to recovery • There was economic recovery during the New Deal. Average earnings, employment, output and farm incomes all rose from 1933 onwards • The Agricultural Adjustment Acts of 1933 and 1938 and rural electrification restored the rural economy • During the New Deal, NIRA stimulated the recovery of American industry • Alphabet agencies, such as the CCC, the TVA and the WPA, introduced vast infrastructure projects that put the American economy on the road to recovery. Other relevant material must be credited.

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

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 how accurate it is to say that the US federal government made the most significant contribution to the development of civil rights for black Americans in the years 1955-65. Arguments and evidence that US federal government made the most significant contribution to the development of civil rights for black Americans in these years should be analysed and evaluated. Relevant points may include: • The legislature made significant progress in the improvement of civil rights in this period, e.g. the Civil Rights Act (1960) allowed federal officials to prosecute anyone that conspired to prevent another citizen's right to vote • In the Johnson era, there was significant progress towards civil rights for black Americans, e.g. in 1964, the Civil Rights Act ended Jim Crow segregation and the 1965 Civil Rights Act aided voting rights • The executive branch of the federal government made key interventions, as presidents intervened at Little Rock High School and Mississippi and Alabama universities to support the right of black Americans to equality in education • The Supreme Court, the judicial branch of the federal government, was exceptionally active in this period in making judgements in favour of civil rights causes, especially in education, transportation and housing • Grass roots campaigns were often only successful when supported by federal decisions. It was the federal court judgement that led to a successful outcome for the civil rights movement in the Montgomery Bus Boycott. Arguments and evidence that other factors made the most significant contribution to the development of civil rights for black Americans in these years should be analysed and evaluated. Relevant points may include: • The growing civil rights movement made a significant contribution as its non-violent protests often paved the way for court judgements, e.g. MIA in Montgomery and CORE during the Freedom Rides • Media pressure was significant in advancing the cause of civil rights, particularly in the context of the Cold War, where the USA could not be seen to be illiberal in its war of words with the USSR over democracy and freedom • The oratory and charisma of individuals such as Martin Luther King put pressure on the federal government for development of black civil rights, e.g. in Birmingham and Kennedy's promotion of a civil rights bill in 1963 • It was the unified Selma marches for voter registration that put pressure on the federal government to pass a Voting Rights Act in 1965 • SNCC was significant as a new civil rights organisation in the South. Its sit-in tactics put pressure on southern cities to desegregate, e.g. Greensboro, North Carolina. Other relevant material must be credited.

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, in the years 1981-92, it was film, rather than television, that was more prominent in highlighting controversial social issues in the USA. Arguments and evidence that film was more prominent in highlighting controversial social issues in these years should be analysed and evaluated. Relevant points may include: • Films had a great influence in highlighting racial controversies, e.g. *Mississippi Burning* raised the hackles both of white supremacists in the South and of liberal supporters of the civil rights movement • Film audiences were forced to confront the scourge of gun violence, as well as the cost of vengeance and police brutality, especially at the time of the LA riots and the Rodney King incident, e.g. *Boyz 'n the Hood* • The issue of drug gangs and violence in the big cities was highlighted in many films, e.g. disturbances and acts of violence in cities like New York and Los Angeles in films like *New Jack City* • Social controversies between conservatives and liberals about homosexuality, especially in the context of the AIDS crisis, were highlighted by Hollywood, e.g. *Kiss of the Spider Woman* • Discussion about unacceptable discrimination and the poor treatment of the differently-abled was often highlighted by film, e.g. *My Left Foot.* Arguments and evidence that television was more prominent in highlighting controversial social issues in these years should be analysed and evaluated. Relevant points may include: • The social debate surrounding the arms race, especially the effects of a nuclear winter, was highlighted in many documentary programmes, e.g. *The Day After* • Television often highlighted controversies surrounding Reagan-era conservative social norms by exhibiting non-traditional models of the perfect family, e.g. *The Cosby Show* • Several programmes that championed non-nuclear families, e.g. *Murphy Brown*, about an ambitious single mother, challenged Vice President Quayle's campaign for a return to traditional values • Solutions to the problem of alcoholism in America's big cities were debated as a result of issues raised in a number of popular sit-coms, e.g. *Cheers* • MTV highlighted a social controversy that few black artists made it on the air. MTV attracted racial outrage when black artists were rejected because they did not fit the 'album-oriented rock' format of MTV. Other relevant material must be credited.

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom