

History A-Level:

Paper 1, Option 1F: In search of the American Dream: the USA, c1917–96



Teaching Staff:

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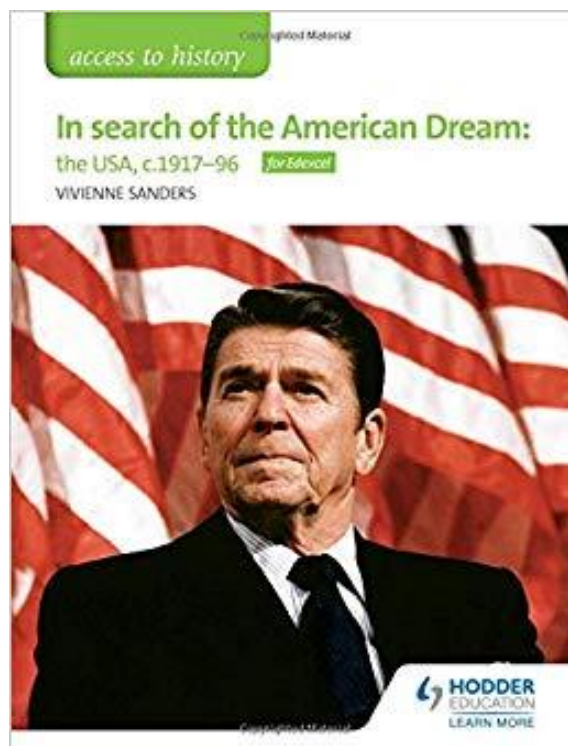
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Textbook to buy →

<https://www.amazon.co.uk/Access-to-History-American-c1917-96-Edexcel/dp/1510423451>

Resources and revision materials:

Teams [& [SharePoint resources](#)] & www.klshistory.co.uk



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The Specification: Edexcel 1F

Paper 1, Option 1F: In search of the American Dream: the USA, c1917–96

Overview

This option comprises a study in breadth, in which students will learn about the dramatic political, economic and social transformation of the USA in the twentieth century, an era that saw the USA challenged by the consequences of political, economic and social inequalities at home and of its involvement in international conflict.

The focus of study is on developments and changes over a broad timescale and so the content is presented as themes spanning a significant duration: 1917–80. This option also contains a study in depth of historical interpretations on a broad question, which is contextualised by, and runs on from, the themes: what impact the Reagan presidency had on the USA in the years 1981–96.

Themes	Content
1 The changing political environment, 1917–80	<ul style="list-style-type: none">• A changing presidency: the rise and decline of Republicanism to 1933; the influence of Roosevelt; changing styles of presidential leadership, 1945–72; a decline in confidence, 1968–80.• Influences on the political landscape: from rugged individualism to New Deal ideas in the 1920s and 30s; the Red Scares and anti-communism, 1917–80; liberalism, counter-culture and the conservative reaction, c1960–80.• The impact of war on domestic politics: the reasons for a return to 'normalcy' and a commitment to isolationism, 1917–41; US emergence as a Cold War superpower from 1941; the impact of involvement in Korea and Vietnam.
2 The quest for civil rights, 1917–80	<ul style="list-style-type: none">• Black American civil rights, c1917–55: life in the South and the impact of northern migration, 1917–32; the impact of the New Deal, the Second World War and the Truman presidency; from legal challenge to direct action, 1917–55.• Black American civil rights, c1955–80: changing patterns and approaches, 1955–68, including southern-based campaigning, the emergence of Black Power and King's northern strategy; the impact of civil rights legislation: achievements and limits to success, 1955–80.• The search for minority rights, 1960–80: the reasons for, and nature of, Native American and hispanic American campaigns; the emergence of the gay rights movement; achievements, and limits to success, of minority campaigns.

Themes	Content
3 Society and culture in change, 1917–80	<ul style="list-style-type: none"> • The changing position of women, 1917–80: impact of the Roaring Twenties, Great Depression and New Deal on women; impact of the Second World War and suburban life, 1941–60; emergence of the women’s liberation movement and its achievements; extent of women’s advancement, 1961–80. • The impact of immigration, 1917–80: the nature of, and response to, immigration in the 1920s; the impact on urban life, 1919–41; the impact of the Second World War, government policy and its consequences, 1941–80. • The influence of popular culture and news media: the social impact of cinema, popular music and radio, 1917–50; the social impact of television from the 1950s; the influence of broadcast news, 1920–80.
4 The changing quality of life, 1917–80	<ul style="list-style-type: none"> • Economic influences: impact of boom, bust and recovery, 1917–41; the impact of the Second World War, post-war affluence and growth, 1941–69; the challenges of the 1970s. • Changing living standards: fluctuations in the standard of living, 1917–41; the impact of the Second World War and the growth of a consumer society, 1941–60; living standards, 1961–80, including the impact of anti-poverty policies and economic divisions. • Leisure and travel: the reasons for, and the impact of, increased leisure time, 1917–80; the growth of spectator sports; the development, and influence, of a car-owning culture and improved air travel.

Historical interpretations	Content
What impact did the Reagan presidency (1981–89) have on the USA in the years 1981–96?	<ul style="list-style-type: none"> • The effect of Reagan’s economic policies. • The extent to which ‘big government’ was reduced. • The nature and extent of social change. • The extent to which the presidency and US politics were revitalised.

Physical and Electronic Folder Check Log

Date of check	Checklist	Suggested improvements
	<ul style="list-style-type: none"> <input type="checkbox"/> This course guide, including specification <input type="checkbox"/> Knowledge checklist (at the front of this booklet) is up to date. <input type="checkbox"/> Assessment Tracker (at the front of this booklet) is up to date <input type="checkbox"/> Folder is well organised with unit dividers for each of the 5 topics (+ one extra section for assessments) <input type="checkbox"/> Lesson notes and associated handouts are organised, lesson-by-lesson <i>together</i>. Notes and handouts should never be separated. <input type="checkbox"/> Class notes are up to date <input type="checkbox"/> Homework is up to date and filed alongside the lesson/topic <input type="checkbox"/> All work contains titles and dates <input type="checkbox"/> A clear section marked for assessments, knowledge tests, essays and improvements. All feedback sheets [yellow] are included. <input type="checkbox"/> Evidence of a minimum of 3 hours of independent study per week. This could be recorded in reading record (at the back of this booklet) <input type="checkbox"/> Other: <p><i>A reminder that all of the above apply to electronic folders. You will still need a physical folder for handouts and assessments, as well as this course guide. This is KLSix policy.</i></p>	
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Paper 1, Option 1F: In search of the American Dream: the USA, c1917–96

	<ul style="list-style-type: none"> <input type="checkbox"/> This course guide, including specification <input type="checkbox"/> Knowledge checklist (at the front of this booklet) is up to date. <input type="checkbox"/> Assessment Tracker (at the front of this booklet) is up to date <input type="checkbox"/> Folder is well organised with unit dividers for each of the 5 topics (+ one extra section for assessments) <input type="checkbox"/> Lesson notes and associated handouts are organised, lesson-by-lesson <i>together</i>. Notes and handouts should never be separated. <input type="checkbox"/> Class notes are up to date <input type="checkbox"/> Homework is up to date and filed alongside the lesson/topic <input type="checkbox"/> All work contains titles and dates <input type="checkbox"/> A clear section marked for assessments, knowledge tests, essays and improvements. All feedback sheets [yellow] are included. <input type="checkbox"/> Evidence of a minimum of 3 hours of independent study per week. This could be recorded in reading record (at the back of this booklet) <input type="checkbox"/> Other: <p><i>A reminder that all of the above apply to electronic folders. You will still need a physical folder for handouts and assessments, as well as this course guide. This is KLSix policy.</i></p>	
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Knowledge Checklists

		Mark each on a scale of 1-5 1= very confident / sufficient / effective – 5 = Never heard of it / action needed!						
Theme and topic:		How confident am I?	I have sufficient notes on this topic?	I have given evidence of my wider reading for this topic?	I have started to revisit and consolidate this topic during independent study?	I have revised this topic for the first assessment week?	I have revised this topic for the second assessment week and subsequent mocks?	Actions needed and taken (list details)
Theme 1: The changing political environment, 1917–80								
A changing presidency:	The rise and decline of Republicanism To 1933							
	The influence of Roosevelt; changing styles of Presidential leadership, 1945–72							
	A decline in confidence, 1968–80							
Influences on the political landscape	From rugged Individualism to new deal ideas in the 1920s and 30s							
	The Red scares and anti-communism, 1917–80							
	Liberalism, Counter-culture and the conservative reaction, c1960–80							
The principal servants of the crown and the innovations carried out by different ministers	The impact of war on domestic politics							
	The reasons for a Return to 'normalcy' and a commitment to isolationism, 1917–41							
	US emergence as a Cold War superpower from 1941							
	The impact of involvement in Korea and Vietnam							

		Mark each on a scale of 1-5 1= very confident / sufficient / effective – 5 = Never heard of it / action needed!						
Theme and topic:		How confident am I?	I have sufficient notes on this topic?	I have given evidence of my wider reading for this topic?	I have started to revisit and consolidate this topic during independent study?	I have revised this topic for the first assessment week?	I have revised this topic for the second assessment week and subsequent mocks?	Actions needed and taken (list details)
Theme 2: The quest for civil rights, 1917–80								
Black American civil rights, c1917–55	Life in the South and The impact of northern migration, 1917–32							
	The impact of the New deal, the Second World War and the Truman Presidency							
	From legal challenge to direct action, 1917–55.							
Black American civil rights, c1955–80	Changing patterns and approaches, 1955–68, including southern-based Campaigning, the emergence of black power and king's Northern strategy							
	The impact of civil rights legislation: Achievements and limits to success, 1955–80							
The search for minority rights, 1960–80	Reasons for, and Nature of, indigenous American and Hispanic American Campaigns							
	The emergence of the LGBTQIA+ movement							
	The achievements, and limits to success, of minority campaigns.							

		Mark each on a scale of 1-5 1= very confident / sufficient / effective – 5 = Never heard of it / action needed!						
Theme and topic:		How confident am I?	I have sufficient notes on this topic?	I have given evidence of my wider reading for this topic?	I have started to revisit and consolidate this topic during independent study?	I have revised this topic for the first assessment week?	I have revised this topic for the second assessment week and subsequent mocks?	Actions needed and taken (list details)
Theme 3: Society and culture in change, 1917–80								
The changing position of women, 1917–80	Impact of the Roaring twenties, great depression and new deal on Women							
	Impact of the Second World War and suburban life, 1941–60							
	Emergence of the women's liberation movement, Its achievements and limits to advancement, 1961–80.							
The impact of immigration, 1917–80	The nature of, and Response to, immigration in the 1920s							
	The impact on urban Life, 1919–41							
	The impact of the Second World War, Government policy and its consequences, 1941–80.							
The influence of popular culture and news media	The social Impact of cinema, popular music and radio, 1917–45;							
	The social impact of television from the 1950s							
	The influence of Broadcast news, 1920–80.							

Paper 1, Option 1F: In search of the American Dream: the USA, c1917–96

		Mark each on a scale of 1-5 1= very confident / sufficient / effective – 5 = Never heard of it / action needed!						
Theme and topic:		How confident am I?	I have sufficient notes on this topic?	I have given evidence of my wider reading for this topic?	I have started to revisit and consolidate this topic during independent study?	I have revised this topic for the first assessment week?	I have revised this topic for the second assessment week and subsequent mocks?	Actions needed and taken (list details)
Theme 4: The changing quality of life, 1917–80								
The economic environment	Boom, bust and recovery, 1917–41							
	The impact of the Second World War, post-war affluence And growth, 1941–69							
	The challenges of the 1970s.							
Changing living standards	Fluctuations in the standard of Living, 1917–41							
	The impact of the Second World War and the Growth of a consumer society, 1941–60							
	The impact of antipoverty Policies and economic divisions, 1961–80.							
Leisure and travel	The reasons for, and the impact of, Increased leisure time, 1917–80							
	The growth of spectator Sports							
	The development, and influence, of a car-owning Culture and improved air travel.							

Theme and topic:	How confident am I?	I have sufficient notes on this topic?	I have given evidence of my wider reading for this topic?	I have started to revisit and consolidate this topic during independent study?	I have revised this topic for the first assessment week?	I have revised this topic for the second assessment week and subsequent mocks?	Actions needed and taken (list details)
Historical Interpretations							
What impact did the Reagan presidency (1981–89) have on the USA in the years 1981–96?							
The effect of Reagan's economic policies.							
The extent to which 'big government' was reduced.							
The nature and extent of social change.							
The extent to which the presidency and US politics were revitalised.							

Assessment Tracker

Target Grade: ____ Aspirational Grade: ____

Date	Assessment Name / Essay Title	Mark/%/Grade

What is this course about?

The twentieth century saw the expectations and aspirations of ordinary people increase tremendously. In particular, the experience of two world wars led people to question the political, social and economic environment around them. Alongside this, technological advancements and the development of mass communication provided the means to experience a better quality of life and to the rapid spread of political, social and cultural ideas. In some countries this would lead to communist-inspired revolution from below — as in Russia and China — although not necessarily ending in the equality and security originally envisaged. In others, existing political and social structures attempted to adapt to these desires. In the USA, and indeed in Britain, the quest for political, social and economic advancement saw reforms to existing structures. In those countries which had become subject to the rule of nineteenth-century European empires, people sought to overthrow political domination and discrimination, bringing an end to apartheid in South Africa. Route F focuses on the experiences of people fighting for rights and freedoms in the USA and South Africa.

The options in Route F are linked by the common theme of a search for rights, freedoms and greater equality during the twentieth century. In the USA, the quest for political, social and economic advancement mainly looked to reform existing structures. In South Africa, this quest led to more radical outcomes, bringing an end to the apartheid regime in South Africa.

Studying two different countries allows you to develop a greater understanding of both similarities and differences in the search for greater rights, freedoms and equality in the twentieth-century world. In this route, you will; study:

Paper 1: In search of the American Dream: the USA, c1917–96

Paper 2: South Africa, 1948–94: from apartheid state to ‘rainbow nation’.

Paper 1, Option 1F: In search of the American Dream: the USA, c1917–96

This option comprises a study of the dramatic political, economic and social transformation of the USA in the twentieth century, an era which saw the USA challenged by the consequences of political, economic and social inequalities at home while maintaining its position as a world superpower.

In 1917, the USA entered the First World War as the fastest growing economy in the world and with the potential to become a leading world power. By the end of 1918, America had ended the war as the world’s ‘top nation’. Until the outbreak of the Second World War in 1941, the USA was reluctant to become the world’s policeman — the policy of isolationism — but was more willing to encourage the spread of its political, economic and cultural values: democracy, capitalism and mass popular entertainment. After 1945, as the USA and the USSR pursued the Cold War, the USA aggressively promoted these values as one of the world’s two superpowers. The USA was, and is, a country of contradictions. Radical revolutionaries had fought for independence from Britain in the 1770s but conservative conformity was the prevailing political attitude. The ‘American Dream’ was of security and prosperity but equality of opportunity often meant ‘rugged individualism’: sorting out one’s own problems. Meanwhile ethnic minorities, women, the poor, social minorities and radicals often struggled to be heard in the ‘land of the free’. The history of the USA in the twentieth century can be seen as the history of ordinary Americans trying to come to terms with these contradictions.

Paper 1, Option 1F: In search of the American Dream: the USA, c1917–96

In the 1920s, America experienced both ‘boom’ and ‘bust’. Non-interventionist Republican presidents allowed the economy to expand with little regulation. Many Americans flourished but few farmers, African Americans and immigrants prospered. After the Wall Street Crash in 1929, most Americans were hit by a decade of the Great Depression and those who were already poor suffered most. The majority of voters put their trust in President Roosevelt, who promised a New Deal to save the country, but it was probably his decision to enter the Second World War that bailed America out.

Post-1945 America experienced an unparalleled prosperity which saw the creation of an affluent white middle-class. In the 1960s, this led to resentment from those who were excluded — the search for civil rights — and, perhaps most surprisingly, backlash from the youth who had benefited most: counter-culture. President Johnson’s ‘Great Society’ programme did try to help the poor but he was undermined by the disaster that was the Vietnam War.

Many Americans hoped that the 1970s would bring greater stability. However, despite continued superpower status and the advance of American popular culture, it only brought further challenges. Conservative America hoped that President Nixon would bring stability but he resigned amid scandal and corruption. Neither Republican nor Democrat presidents were able to deal effectively with either social tensions or economic downturn.

In the next decade the tensions did not go away, but 1980 ushered in 12 years of more confident Republican rule. Ronald Reagan’s presidency (1980–88) was just as controversial as Margaret Thatcher’s in Britain but President Clinton’s first term in office (1992–96) was heavily influenced by its political and economic conservatism. However, social and cultural values continued to polarise even more. Even today, ‘Obama-care’ may have introduced health insurance for more Americans than ever before, but ultra-conservative republicanism is also thriving.

The option is divided into the following four themes; you need to appreciate the linkages between themes, as questions may target the content of more than one. The four themes identified require you to have an overview of political, social and economic change and aspects of cultural change across the time period. You need to have knowledge of the specified themes and be able to analyse and evaluate cause, consequence, key features and change and make comparisons over and within the period studied in dealing with factors which brought about change.

Theme 1: The changing political environment, 1917–80

Theme 2: The quest for civil rights, 1917–80

Theme 3: Society and culture in change, 1917–80

Theme 4: The changing quality of life, 1917–80

The historical interpretations focus is: **What impact did the Reagan presidency (1981–89) have on the USA in the years 1981–96?**

Theme 1: The changing political environment, 1917–80 guidance:

In studying Theme 1 students will need to understand the changing political climate from US entry into the First World War to Reagan’s election. Detailed knowledge of individual presidential policies is not required but students should have an understanding of general policy initiatives undertaken by presidents and their underlying political influences. Students should be aware of the changing

styles of presidential leadership across the period. They should also understand the effect that American involvement in war had on the general political environment and presidential government.

Theme 2: The quest for civil rights, 1917–80 guidance:

In studying Theme 2 students will consider the struggle for minority rights in the years 1917–80, with particular reference to African-American civil rights. Students should understand the political, social and economic situation for African Americans across the period. They should be aware of the changing nature and pattern of campaigning and be able to identify relevant examples. Students should have knowledge of major federal civil rights legislation and an understanding of their impact, but do not need detailed knowledge of their passage or specific clauses. They should be aware of the influence of the African-American struggle on the search for non-African-American minority rights, but also understand the distinct reasons for campaigning by other minorities.

Theme 3: Society and culture in change, 1917–80 guidance:

In studying Theme 3 students will study selected aspects of society and culture which were both transformed and transforming in the years 1917–80. Students should also be aware that experiences of women and migrants were part of the quest for rights and freedoms studied in Theme 2. Students should understand the patterns of change across the period and that women had differing experiences. They should be aware of both the extent to which the USA was a migrant nation and the diversity of the immigrant experience. Students should have an understanding of the extent to which popular culture and broadcast news both reflected and influenced society, and be able to identify relevant examples.

Theme 4: The changing quality of life, 1917–80 guidance:

In studying Theme 4 students will consider the extent to which the quality of life in the USA in the years 1917–80 was affected by the economic environment and increasing aspiration. Detailed knowledge of economic policies and measures are not required but students should be aware of the patterns of economic change and their effects on living standards. They should also be aware of the benefits and gains across the period and that different social groups had differing experiences. Students should have an understanding of the extent to which developments in leisure and travel affected the quality of life, and identify relevant examples.

Historical interpretations: What impact did the Reagan presidency (1981–89) have on the USA in the years 1981–96?

This topic focuses on the debate concerning the nature and effect of Ronald Reagan's presidency from 1980 to 1988, and the consequences of his two terms in office to the presidential election of 1992. Students will need to know the main features of Reaganomics and his aims to reduce the role of federal government. They will need to be aware of his conservative social values and the influence of the Religious Right in the 1980s. Students will need to consider the extent to which Reagan's economic policies were successfully implemented and the extent to which economic problems were overcome. They should also be aware of Reagan's economic legacy in the years to 1996. Students will need to consider the extent and impact of cutbacks in federal government and the extent and effectiveness of deregulation policies. Students should also consider the extent to which Reagan's social values influenced social change and affected the advancement of women and of African Americans and other minority groups. They should understand the extent to which Reagan's policies affected both the nature of US electoral politics and the public perception of the role of the President up to 1996. Students should understand the nature of the debate on the extent to which Reagan's presidency changed US politics. They should be aware of the impact of the 'Iran-Contra affair' on attitudes towards the Reagan presidency. Students should be aware of the impact of the Reagan legacy on the period 1989–96 with regard to continuity and change in policies and general trends.

What is expected of me in Year 12?

1) An organised folder with clearly marked sections.

We recommend organising your folder chronologically, lesson-by-lesson, using your **learning tracker** (see below). Your folder will be routinely checked for the following:

- ☐ Course booklet
- ☐ Folder is well organised with unit dividers
- ☐ Clear section marked for essays and improvements.
- ☐ Class notes are up to date
- ☐ Homework is up to date
- ☐ Learning tracker (knowledge checklist) is up to date.
- ☐ Assessment Tracker (in this booklet) is up to date
- ☐ Evidence of a minimum of 4 hours of independent study per week, including an up-to-date reading record (in this booklet)
- ☐ Glossary is up to date, either in this booklet or as a separate marked section in folder)

2) READ, READ and then READ some more.

- You **MUST** read and watch the titles specified by Edexcel!
- You should spend a minimum of 4 hours independent work per week for this unit - This is the minimum amount of time you should spend on the work and reading set by your teacher every week OR additional wider reading / research.
- You must record your findings and notes in your reading record or make notes, according to the task instructions; your teacher may set you specific questions with the reading they set you, or they may simply ask you to record notes under key headings. You should bring this to lesson to refer to. Your teacher will regularly check or ask you to share your reading with your class.
- If you fail to show **evidence** that you have completed 3 hours' independent study, you will be required to complete 3 hours of work after school at a time organised by your teacher.

Top Tip

Your core textbook is a great place to start for essential reading **but this alone is not enough**. You should look to read as widely as possible as this will allow you to develop your understanding further.

The best **textbooks** to buy / access are:

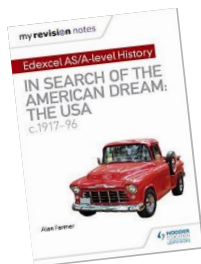
1. **Access to History: In search of the American Dream: the USA, c1917–96 for Edexcel, Vieviene Sanders**

This is so up-to-date, it was only released last year! This book is endorsed by the exam board for this specification and covers our entire course. Although the factual detail in this series is not as thorough as in your main core textbook (above), it is chronological and arguably a better-written, **more accessible** textbook; the content is **better** explained and we will often use this in our lessons.

2. **Edexcel AS/A Level History, Paper 1&2: Searching for rights and freedoms in the 20th century Student Book + ActiveBook (Edexcel GCE History 2015)**

The exam board's textbook is a great place to start for essential reading. It is planned thematically, so will be great for your revision, given that this is a thematic unit.





3. **My Revision Notes: Edexcel AS/A-level History: In search of the American Dream: the USA, c1917–96**

Warning: This will not get you an A*-B as it is not detailed enough. However, as a *start* to your revision, or for those of you aiming for a C/D, this is a great revision guide with condensed content to revise.

4. **Use the reading list included in this course guide** for topic specific reading. Many of these readings will be set for homework (accessible as scans).

3) A **proactive** attitude to **independent study**.

Remember the course is completed 1/3rd in class and 2/3rds outside of class. This means YOU HAVE to work and read at home or in study periods. If you do not work and read at outside of class you will fail the course. Use the 5 R's to help you become a more independent learner:

1. **Research** (around the current topic/homework)
2. **Reading** (looking ahead and reading around the upcoming topic)
3. **Reviewing** (Checking over notes and filling any gaps)
4. **Responding** to targets, verbal and written feedback in class from teachers and peers
5. **Reflecting** (Thinking about areas you need support in, areas you are confident in and setting targets to make changes)

4) Be fully **PREPARED** for and **ACTIVELY PARTICIPATE** in lessons

- **Preparation** - If you are asked to prepare a task for a lesson you must complete it and arrive at the lesson with your completed work. You must always arrive at your lesson with your correct folder, textbook, reading record or any other preparation work you have asked to bring. It is not acceptable to arrive at a history lesson without the work you have prepared in advance. If you arrive without the prepared work you will not be able to participate in the lesson and will therefore be asked to leave the lesson to complete the preparatory work. You will then complete the lesson in a catch-up session organised by your teacher. This may be in lunchtime or after school or in a number of your free periods.
- **100% attendance.** If there is a valid reason why you cannot attend (e.g. a pre-booked medical appointment or a sports fixture) it is your responsibility to inform your teacher. They will then expect you to complete the work missed in school time on one of your free periods. It is not acceptable to book driving lessons or tests in lesson time.
- **Active involvement in lessons** - You must play an active and focused role in all lessons. The more you engage in discussion and activities, the more you will get out of the lesson. You must also never leave the lesson if there is something important that you feel you have not understood. Remember your teacher is there to help you understand and history can be difficult so ask questions if you are unsure.

5) **Meet deadlines**

You **must** meet every deadline set to you by your teacher. Your teacher will always ensure you have sufficient time to complete work set. If you are struggling to meet a deadline it is important that you speak to your teacher in advance and work out a solution to help you complete the work.

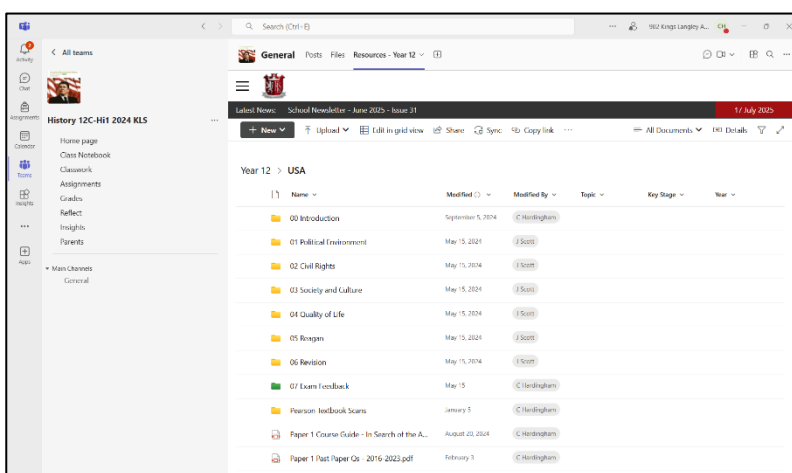
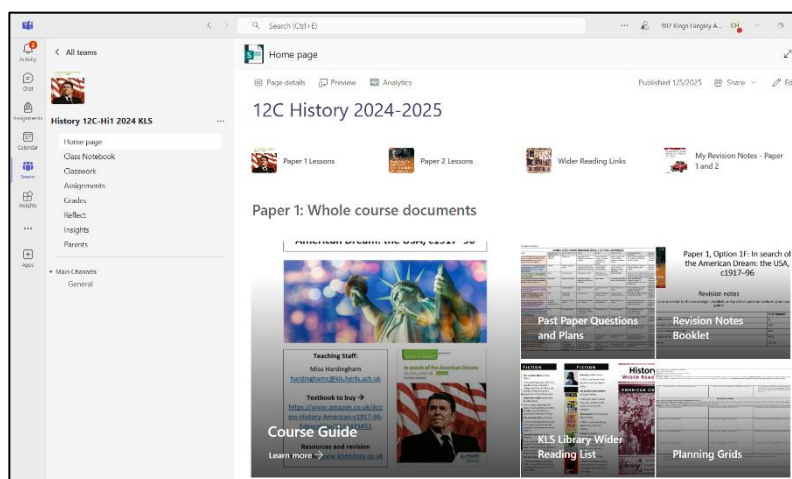
What support will I receive from my teachers?

- **Organised, engaging and challenging lessons**
Your teacher will lead lessons and will always make the objectives of the lesson and the tasks set accessible for all students. They will ensure you understand key concepts and know key factual information. They will teach you the skills you need to achieve your potential in history.
- **Regular assessment and feedback**
Your teacher will mark your work regularly and provide you with constructive feedback which will help you develop effective examination techniques.
- **Resources to support your independent study**

<https://www.klshistory.co.uk/>

As well as this course guide, there will be a **Team** for our course so that you can access:

- Lesson-by-lesson resources (if you're unsure of something in the lesson and you want to spend more time on it at home)
 - Assessment resources - Past paper questions, mark schemes and exemplar essays
 - Additional reading suggestions
 - Revision guides, resources and tools.
- **Individual support**
Your teacher is always available outside lesson time to give you support with any aspects of the course you are finding difficult. You must make an appointment to see them and they will always be willing to help.
 - **High expectations**
Your teacher will always have high expectations for you to help you work towards your target grade.



How does Paper 1 fit into the A Level?

A level: Paper 1, Paper 2, Paper 3, Coursework			
AS: Paper 1 and Paper 2			
Paper 1	Paper 2	Paper 3	Coursework
30% A level 60% AS	20% A level 40% AS	30% A level	20% A level
External examination	External examination	External examination	Internal assessment
Breadth study with interpretations	Depth study	Themes in breadth with aspects in depth	Independently researched enquiry
Assessment Objectives 1 and 3	Assessment Objectives 1 and 2	Assessment Objectives 1 and 2	Assessment Objectives 1 and 3



AO1 50–60%	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
AO2 20–30%	Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context
AO3 20–30%	Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted

What is the difference between AS Level and A Level?

1. Content = same

The specified content knowledge is the same at both levels; however, the expectation at A Level is that you will be able to deploy this content knowledge with **greater specificity and in more depth.**

2. Exam objectives = same but wider range of concepts tested

At A Level, students are required to respond to a wider range of historical concepts (listed in AO1 criteria)

3. Questions and sources = harder wording and less choice at A2

Questions are **more complex and challenging** at A Level in question wording and formulation. The **wording** of questions will be less explicit and more complex. Questions may cover more than one theme and therefore require **more nuanced judgements.**

In section C (AO3 - Historical Interpretations), the **questions will be more challenging** and the **extracts are longer and more complex** in language and understanding.

4. Marking = less generous at A Level.

At A Level, **an additional fifth level is added to the mark scheme**, representing a requirement to demonstrate a higher order of understanding and competence in order to gain the highest marks. This means that fewer marks are credited at lower levels.

How will I be assessed?

- The examination lasts **2 hours 15 minutes** and is marked out of **60**.
- Students answer **three** questions: one from Section A, one from Section B and one from Section C.
- You should spend **40 minutes on Section A, 40 minutes on Section B, 15 minutes reading the extracts for Section C** and **40 minutes answering Section C**.
- Spend **2 minutes planning each essay before** you start writing.
- Stick carefully to your **structured plan**, and leave time for a **reasoned conclusion**.

Section A comprises a choice of two essay questions (students complete only one question) that assess understanding of the period in breadth (AO1) and target content specified in the Themes.

- Questions may cross the Themes.
- Questions will normally cover periods of **at least 10 years**.
- **Any AO1 concepts** may be targeted (i.e. causation, consequence, change, continuity, similarity, difference, significance) but are *usually* limited to causation and consequence.

Section B comprises a choice of two essay questions (students complete only one question) that assess understanding of the period in breadth (AO1) and target content specified in the Themes.

- Questions may cross the Themes.
- Questions will normally cover period's equivalent to **at least a third of the timespan of the Themes, if not the entire period**.
- **Any AO1 concepts** may be targeted (i.e. causation, consequence, change, continuity, similarity, difference, significance), especially **change and continuity**.

Section C comprises one compulsory question that assesses the ability to analyse and evaluate interpretations (AO3) and targets content specified in Historical interpretations for the relevant option.

- The question stem will **always** read: *In the light of differing interpretations, how convincing do you find the view that? To explain your answer, analyse and evaluate the material in both extracts, using your own knowledge of the issues.*
- Questions will be based on two extracts from historical interpretations totalling approximately 350 words. Extracts from textbooks will not be used in the A level paper.
- The task requires students to reach a judgement about the extent to which a view expressed in one is convincing in the light of their own knowledge of differing views and of the differences which they should analyse in the presented extracts.
- The highest level requires students to display an understanding of the basis of the differing arguments (for example, what criteria are being used on which to base a claim or judgement). It also requires students to take account of the differences when coming to a judgement.
- Reference to the works of named historians is not expected, but students may consider historians' viewpoints in framing their argument.

Section A and B Mark Scheme (AO1)

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.

Each level descriptor has 4 strands:

- Exploration and analysis of key issues
- Deployment of accurate and relevant information (knowledge)
- Reaching a judgement overall
- Organisation and Communication

Level	Mark	Descriptor
1	1-3	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.



L5 explained: For sections A and B, you must have C, D, E and F!

5	17–20	<ul style="list-style-type: none"> • <u>Key issues relevant to the question</u> are explored by a <u>sustained analysis of the relationships between key features of the period</u>. • <u>Sufficient knowledge</u> is deployed to demonstrate <u>understanding</u> of the demands and conceptual focus of the question, and to <u>respond fully</u> to its demands. • <u>Valid criteria by which the question can be judged</u> are <u>established and applied</u> and their <u>relative significance evaluated</u> in the process of <u>reaching and substantiating the overall judgement</u>. • The answer is well <u>organised</u>. The argument is <u>logical</u> and <u>coherent throughout</u> and is communicated with <u>clarity and precision</u>.
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1. Exploration and analysis of key issues - Conceptual focus (the shape of your essay)

- Have you analysed the key features of the period (specified or suggested) in relation to the focus of the question consistently throughout the essay?
- Have you addressed a range of relevant factors?
- Are you sticking to the topic focus; i.e. are your points relevant and valid? Are you consistent?
- Is your understanding of the topic holistic; i.e. have you made links?

2. Deployment of accurate and relevant information (knowledge) - Detail

- Have you selected and deployed knowledge with accuracy?
- Have you selected and deployed relevant knowledge?
- Is the knowledge you have selected and deployed in depth?
- Have you selected and deployed a range of points and detail? (i.e. more than one factor/event and selected from across the chronology demanded by the question?)

3. Reaching a judgement overall - Judgement (Established and Evaluated)

- Have you thoroughly substantiated your evaluation and made a judgement based on consistently and thoroughly applied 'valid criteria', such as:
 - Factors (causes, consequences, etc.) that were superficial vs deep and underlying?
 - Short-term vs long term vs trigger factors?
 - Factors that had wide vs narrow impact / significance/effect?

4. Organisation and Communication - Formed to fit and support an argument

- Is your argument clearly organised addressing one factor / point per paragraph?
- Is your argument logically organised to support your argument?
- Is your argument coherent? (i.e. Have you full explained your argument in the introduction then consistently applied and referred to in each paragraph?)
- Have you communicated your argument precisely and with clarity using specific language and key words?

What are the top tips for **SUCCESS** in Section A and B (AO1)?

1. RESPOND TO THE PRECISE WORDING OF THE QUESTION

In order to help you understand what the question is asking you to do, the first thing you should do is read the question and look for these 3 foci:

- **Topic focus** (the topic of the question)
- **Conceptual focus** (the 2nd order historical concept of the question)
- **Chronological focus** (the time period of the question)
- **Adjectival/adverbial qualifier**: these are specific words in the question and they expect you to respond to and challenge. i.e. if they use the word 'transformed' or ask about '**fundamental features**' of an era (rather than 'features'), address the precise meaning of this word in your introduction, challenge it based on what you know and come up with a better word instead that fits your judgement.

2. PLAN YOUR JUDGEMENT CAREFULLY AND STATE THIS IN YOUR INTRODUCTION

Writing an introduction should be the HARDEST part of writing an essay. If it's not, you haven't planned properly or have regurgitated a previous essay. You should always:

1. Address the question, including any specific language used.
2. State the 3-4 **factors** you will address
3. State and explain your judgement of most important precisely and explicitly in 1-2 sentences.

3. STATE YOUR 'VALID CRITERIA' EXPLICITLY IN YOUR INTRO, LINKS AND CONCLUSION

- Valid criteria = How have you made your decision? Valid criteria consider the relative importance of factors and the weight applied to these in reaching a judgement.
- You must be specific in your language when explaining how you have weighed up the relative importance of factors (e.g. underpinning cause, trigger, fatal combination etc). For example:

'I chose this pair of trousers. It was the best.'

= Level 2 - A judgement given, with justification asserted.

'I chose this pair of trousers because it suited me best.'

= Level 3 - A judgement with some justification, but without the evidence of valid criteria being applied.

'I chose this pair of trousers because, although others were a better fit or better price [+ comparative details], this pair was the best combination of a good fit round the waist and the right length at a price of which I could afford.'

= Level 4 and 5 - Exemplifies the use of criteria for overall judgement and with justification.

- The selection of the criteria used will be dependent upon the nature of the question being asked. For example, a 'main consequence' factor question would probably require criteria that weigh up the relative importance of effects, and a 'significance' question would need a discussion of criteria related to impact.

4. EVIDENCE NEEDS TO BE DETAILED, SPECIFIC AND COVER THE FULL RANGE OF THE QUESTION.

If you asked about 1865-90, for example, you should aim to include examples from across the period, rather than just 1865-75.

5. EXPLAIN THE IMPACT AND RESULTS OF YOUR EXAMPLES – HOW AND WHY?

It is not enough to say 'therefore this led to problems for race relations, if you don't say HOW AND WHY - from whom, for whom, when, how, why, in what form, what was being challenged precisely? A good way to do this is to think about the sequence of events that followed as a result – *This led to..... As a result....*

6. REFER BACK TO YOUR JUDGEMENT AND THE QUESTION AND LINK BETWEEN YOUR FACTORS (PEEL). This is a must for Level 3 (D-C grade). E.g. *However, the factor of....would not have caused a threat had it not been for Without the factor of.... IfHad it not been for....*

7. STRUCTURE YOUR ANSWER ACCORDING TO THE QUESTION TYPE – see below!!

- Cause, Consequence or significance = compare the importance of 4 factors and give a most important that links the other 3 / by weighing up.
- Change and continuity OR similarity and difference = compare *within* 4 factors (=8 mini PEELS) to support your balanced judgement

How do I structure my answer in Sections A and B?

Concepts	Tricky wording	Suggested structure
Change / Continuity How far things stayed the same over time.	Transformation Improve Radically change Major changes Maintained	<p>Introduction. X was certainly transformed to some extent. However it could be argued that there were limitations to these changes and that there was much continuity.... Address the wording of the question.</p> <p>4 factors: For each factor address change and continuity: e.g. X was certainly changed to a great extent However it is suggested that these changes were limited to some extent...; changes in these aspects were at best slow..... However this is not to suggest that gradual change was not emerging...</p> <p>Conclusion Comment on the complex interaction between factors of change and continuity and the different extent of its speed in different aspects arriving at a conclusion as to how far it could be considered a transformation.</p>
Similarity / Difference How alike are two situations, policies, people or processes	More effective than Remain in place	<p>Introduction. X certainly had many similarities with Y in this period. However it is argued that the differences became more significant and indeed were more prominent over the period.</p> <p>4 x factors – discuss similarity and difference in each There was certainly some similarity in X during the years However this is not to suggest that gradual change was not emerging...However it is argued that X had significant differences during the period that grew over time.... It is suggested that these changes were more prominent by...</p> <p>Conclusion Comment on the complex interaction between factors of change and continuity and the different extent of its speed in different aspects arriving at a conclusion as to how the balance of similarity and difference differed over time.</p>
Causation / consequence The reasons why something happened / The results of an event, policy, decision or process.	Most important reason for Arise from Driven by Responsible for (To what extent does...) explain... In the creation of...	<p>Introduction. W certainly made a significant contribution to Q, along with X, Y and Z. It is argued that whilst the interaction of these factors were responsible for Q, was the most significant factor.</p> <p>4x PEEL factors W made a significant contribution to Q.....however it was not sufficient to cause Q without X, Y and Z because..... Its overall contribution was to provide an important stimulus by...</p> <p>W, Y and Z also made a significant contribution to Q. (3 x PEEL) however it was not sufficient to cause Q without W / X / Y / Z because. Its overall contribution was to provide an important stimulus by...</p> <p>Z was the most significant cause..... however it was not sufficient to cause Q without W, X and Y because..... Its overall contribution was to provide an important stimulus by...</p> <p>Conclusion The essential interaction of factors along with their relative significance is finally commented upon and conclusions drawn.</p>
Significance Relative importance	More important than Fundamental to More significant than A greater threat than	As above!

What are 'Valid Criteria'?

On the mark schemes for all the new Edexcel A-Level papers, there is a requirement to **establish and use criteria** in your judgements. This just means showing the examiner how you can **measure the extent** of something.



But this is not hard to do - it simply means *being clear about the reasons* for the judgements you make! Here are some thoughts for how you can do this

Change/Continuity, Significance, and Similarity/Difference criteria (to judge the extent)

- * Amount of people affected – consider social class, geographical spread, age and gender
- * Length of change or impact – short or long term?
- * Deep difference or lots of progress compared to previous situation – eg: in attitudes or policies
- * Speed or pace – happened quickly or slowly over time?
- * Effectiveness – accepted or resisted?
- * Level of threat to the status quo

Consequence criteria (to judge the most significant consequence)

- * Speed or pace – effects happened quickly or slowly over time?
- * Effectiveness – accepted or resisted? Achieved aims?
- * Coherence/consistency – stayed the same or adapted?
- * Lead to or connected to other effects



Causation criteria (to judge the most significant cause)

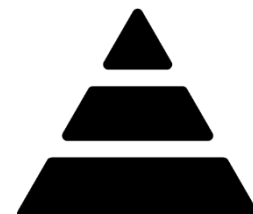
- * Connections to other causes
- * Presence in a range of factors
- * Level of threat to the status quo
- * Trigger – present for a short time, but without it the event or change may not have happened when it did
- * Underlying – present for a long time and created the conditions for an event or change to happen

The criteria you use will *depend on the conceptual focus* of the questions and the topic focus

Don't overdo it – keep to *around 3 criteria* for any one question

For some questions, you *could structure your answer* around the criteria

In reaching a judgement, you should also evaluate the **relative significance** of criteria – for example in judging the extent of change you might conclude that something which affects all social classes is more significant than something that lasts a long time (or vice versa!)



Planning grids should be completed for *every* essay

Comparative

<p>Decode the question: write down the q, underlining the following:</p> <ul style="list-style-type: none"> • Topic focus (the topic of the question) • Conceptual focus (the 2nd order historical concept of the question) • Chronological focus (the time period of the question) • Adjectival/adverbial qualifier: these are specific words in the question and they expect you to respond to and challenge. I.e. If they use the word 'transformed' or ask about 'fundamental features' of an era (rather than 'features'), address the precise meaning of this word in your introduction, challenge it based on what you know and come up with a better word instead that fits your judgement. For a comparative question, this might be a word to show extent, quantity or severity e.g. 'disaster'. 			
Intro (this should be the hardest part of the essay)	4. Address the question, including any specific language used.	5. State the 3-4 aspects of comparison you will address – <i>In terms of...</i>	1. State and explain your judgement of most important precisely and explicitly in 1-2 sentences. Use <u>valid criteria</u> to explain comparison. E.g. pace of change, range of change in affecting the population, degree of impact etc.
<p>Body of the essay – 6-8 PEELs</p> <ul style="list-style-type: none"> • Evidence needs to be detailed, specific and cover the <u>full range</u> of the question. • Explain the impact and results of your examples – how and why? It is not enough to say 'therefore this led to problems for X, if you don't say how and why - from whom, for whom, when, how, why, in what form, what was being challenged precisely? A good way to do this is to think about the sequence of events that followed as a result – <i>this led to.... As a result....</i> • Link back to your judgement and the question and link between your points. This is a must for level 3 (d-c grade). E.g. <i>However, the factor of....would not have caused a threat had it not been for .. Without the factor of.... Ifhad it not been for....</i> 			
Comparison 1 – <i>In terms of...</i>	Change / For / Positive / Similarity PEEL	Continuity / Against / Negative / Difference PEEL	Vocabulary to show extent of change / difference / positive / agreement
Comparison 2 – <i>In terms of...</i>	Change / For / Positive / Similarity PEEL	Continuity / Against / Negative / Difference PEEL	Vocabulary to show extent of change / difference / positive / agreement
Comparison 3 – <i>In terms of...</i>	Change / For / Positive / Similarity PEEL	Continuity / Against / Negative / Difference PEEL	Vocabulary to show extent of change / difference / positive / agreement
Comparison 4 – <i>In terms of...</i>	Change / For / Positive / Similarity PEEL	Continuity / Against / Negative / Difference PEEL	Vocabulary to show extent of change / difference / positive / agreement
Conclusion	<ol style="list-style-type: none"> 1. State and explain your judgement of most important precisely and explicitly in 1-2 sentences. 2. Use valid criteria = how have you made your decision? Use valid criteria to show the relative importance of factors. E.g. pace of change, range of change in affecting the population, degree of impact etc. 3. Explain your judgement of extent 4. Use the language of extent. 		

Paper 1, Option 1F: In search of the American Dream: the USA, c1917–96

Factor Qs: Causation

Decode the question: write down the q, underlining the following: <ul style="list-style-type: none"> • Topic focus (the topic of the question) • Conceptual focus (the 2nd order historical concept of the question) • Chronological focus (the time period of the question) • Adjectival/adverbial qualifier: these are specific words in the question and they expect you to respond to and challenge. I.e. If they use the word 'transformed' or ask about 'fundamental features' of an era (rather than 'features'), address the precise meaning of this word in your introduction, challenge it based on what you know and come up with a better word instead that fits your judgement. 			
Intro (this should be the hardest part of the essay)	1. Address the question, including any specific language used.	2. State the <u>3-4 factors</u> you will address	3. State and explain your judgement of most important precisely and explicitly in 1-2 sentences. Use <u>valid criteria</u> to show relative importance of factors.
Body of the essay – 4 peels <ul style="list-style-type: none"> • Evidence needs to be detailed, specific and cover the <u>full range</u> of the question. • Explain the impact and results of your examples – how and why? It is not enough to say 'therefore this led to problems for Henry, if you don't say how and why - from whom, for whom, when, how, why, in what form, what was being challenged precisely? A good way to do this is to think about the sequence of events that followed as a result – <i>this led to.... As a result....</i> • <u>Link back</u> to your judgement and the question and <u>link</u> between your factors (peel). This is a must for level 3 (d-c grade). E.g. <i>However, the factor of....would not have caused a threat had it not been for .. Without the factor of.... Ifhad it not been for....</i> 			
Factor 1	PEEL		Relative importance (use VALID CRITERIA vocab)
Factor 2	PEEL		Relative importance (use VALID CRITERIA vocab)
Factor 3	PEEL		Relative importance (use VALID CRITERIA vocab)
Factor 4 (if time)	PEEL		Relative importance (use VALID CRITERIA vocab)
Conclusion	1. State and explain your judgement of most important precisely and explicitly in 1-2 sentences. 2. Use valid criteria = how have you made your decision? Use valid criteria to show the relative importance of factors. E.g. degree of impact, range of impact across population, tangible change, a product of another cause, exacerbates etc. 3. Show links between as many factors as you can. 4. Use the language of extent.		

What does this essay look like? [Factor essay]

SECTION A

Answer EITHER Question 1 OR Question 2.

EITHER

- 1 How far do you agree that the New Deal brought about a significant improvement in the lives of racial minorities and women?

(Total for Question 1 = 20 marks)

OR

- 2 How accurate is it to say that it was the actions of civil rights leaders that explain the increased success of the civil rights campaign in the years 1955–68?

(Total for Question 2 = 20 marks)

"This world is in dire need of creative extremists" wrote Martin Luther King Jr. (MLK) as he surveyed America in the late 20th century. Yet, leadership such as his may be seen as hollow with the popular mobilisation behind it that could be traced back to events like the Silent Protest Parade in 1917 but escalated to new heights between 1955 and 1968. Henceforth if "success" is defined as de facto improvements in the lives of black Americans the delineation between leadership and supporters must be examined along with evaluation of the social climate shaped by conflict during this period and the actions of government in response to such popular mobilisation. Nevertheless, ~~and~~ it

may be contended that above all it was the protesting black Americans, not their leaders alone, that led to relative "success" during his period by demanding attention through an increasingly sympathetic media.

With this said, it may equally be proposed that leadership remains paramount because without this popular protest would not have been organised.

(Section A continued) This may be supported by Martin Luther King's iconic speech at the 1963 March on Washington, Stokely Carmichael's funeralis of the Black Power movement in 1965 under the slogan "Vote for the partner, then go home" and James Meredith's martyrdom on the second day of the 1966 March Against Fear, as an inspiration to those that marched behind him. ~~But~~ However such differing aims between Black Power's radicalism and the NAACP, SCLC and CORE's more multiracial approach perhaps suggest that leadership did more to weaken than strengthen the movement's cohesion as a precursor to success. This march, fails to recognise the overlap as MLK took over from Meredith in the March Against Fear and his 1966 Northern Crusade drew on the less publicised 10 point community action programme of Black Power. Hence, civil rights "leaders" may indeed be seen as of reasonable significance in increasing Black civil

Rights movements success 1955-1968.

Having said this, the formation of the Montgomery Improvement Association in ^{the} 1955 boycott and the role of the Student Non-Violent Coordinating Committee ^(SNCC) from 1960 as seen in the 1964 Mississippi Freedom Summer of 1964 suggest a more bottom up rationale for "success" since arguably the top down

(Section A continued) de jure approach had been exhausted through *Morgan v. Marshalle Board* for instance in 1954. The fact that by 1964 only 1 child out of 100 in the South attended a desegregated school encapsulates the need for mass de facto pressure as seen from 1955. Therefore, although MLK may have been instrumental in choosing not to campaign behind Claudette Colvin in Montgomery and ~~later~~ rather wait until the 1st December 1955 to begin their 380 day long boycott behind the married and not pregnant Rosa Parks; his new media savvyness only held weight because of the popular support behind it. Be that the ~~hand~~ of Birmingham residents photographed passively accepting attacks by Alabama led by Bill O'Connor in "Birmingham" that led to 42% of Americans saying race was the greatest problem the country faced in 1963, or the volunteers sent to the deep south by the SNCC. Indeed, leadership pioneered his doctrine of as MLK said "It must always be clear who is the oppressed and who is

the oppressor" but it was mass protest that communicated it to the world media and hence pressurised government. ~~Therefore a shift may be noted~~ Therefore making popular protest of greater significance than leadership 1955-1968. Furthermore though, if "success" is deemed to be epitomised in Johnson's 1964 Civil Rights Act

(Section A continued) and 1965 Voting Rights Act then an analysis that concluded African American protest alone led to this would be too simplistic. Rather the broader context of declining presidential confidence as a result of ~~the war~~ Vietnam in the cold war context, coupled with a more interrogative media must be seen as deeply influential. Indeed, Johnson's reluctance to having "signed away the south" in 1964 can be seen as representative of government under pressure to make concessions as ~~the~~ the cry of "LBJ, LBJ, how many kids did you kill today?" would grow louder through Cronkite's damning February 1968 report on the depravity of the Tet offensive. This then, compounded by the fact that in 1950 9% owned TVs while by 1960 85% did suggests that the cold war context combined with technological innovation made the government more vulnerable just as the Civil Rights Movement grew in ~~the~~ visibility.

To what degree these contextual pressures on reign popular mobilisation depends upon the extent to

which one sees the white majority effected by popular African American protest and hence amplifying the movement's power. A caveat here could be the fear created in the images of armed, knaki wearing Black Power activists reducing sympathy. However, on

(Section A continued) balance it may be seen in the shock Eisenhower expressed at his inauguration that only 7000 African Americans in Mississippi were registered to vote that white opinion grew to become a vehicle for black "success". Therefore making popular protest intrinsically linked to, but also more significant than the cold war context in ~~empowering~~ empowering black Americans to believe in change and through this the federal government to make change.

Therefore it may be concluded that although "civil rights leaders" set the foundations of change in non-violent direct action before 1955, it was the 30 students arriving on the second day of the 1960 Greensboro sit-in and the bravery of Elizabeth Eckford as she walked towards the central high school in Little Rock Arkansas that changed public opinion and led to "success". Indeed ^{then while} "success" in itself can be seen to lie in the black empowerment due to leadership organisation, "success" defined as legislative change must be seen as caused more by protest than contextual governmental vulnerability. As the people, the media and ultimately the government realised that African American discontent ~~was~~ had become simply too great to ignore.

What does this essay look like? [Comparative essay]

OR

- 2 How far do you agree that there was a considerable similarity between the campaigns for black civil rights (1955–80) and minority civil rights (1960–80)?

(Total for Question 2 = 20 marks)



One way in which black civil rights and minority rights campaigns were ‘considerably’ similar was in their overall aim to bring an end to discrimination. For example, most groups aimed to improve their social, economic and political position by ending discrimination. Both Black Americans [BA] and Hispanic Americans [HA] aimed to end discrimination by proving that it was unjust, through litigation for example. The NAACP’s challenging of ‘separate by equal’ [*Plessy v. Ferguson*] in *Brown v. Topeka Board of Education* in 1954 set a legal precedent that overturned the foundation for Jim Crow laws; 70% of urban Southern school districts officially desegregated their schools within a year as a result. Similarly, HA proved injustice in 1970 when MALDEF convinced a federal district court in Texas to rule that Mexican-Americans were an ‘identifiable ethnic minority with a past pattern of discrimination’, providing the legal justification for redress. Also, NA were able to secure an ‘Indian Bill of Rights’ within the 1968 CRA, thus enabling access to welfare programs that would provide them with greater quality of opportunity. So, their campaigns were similar because their overall aim was the same, to end the discrimination that underpinned their inequality of opportunity. However, the nature and form of the discrimination that they faced differed, so campaigns varied. For example, BA faced social discrimination on a mass scale in the Deep South as a result of de Jure segregation under Jim Crow. This is why NAACP campaigns specifically targeted the *Plessy v. Ferguson* ruling and its impact across a range of public facilities. The Montgomery Bus Boycott, 1955, for example, exposed the impracticality of segregated buses, as did the Little Rock Nine case, 1957, in terms of segregated schools. The nature of discrimination towards HA also differed, in that it disproportionately affected their economic and employment status. This is why unionism became a feature of the HA campaign, with Cesar Chavez and the UFW’s grape boycott of 1966 aiming to improve the conditions and lower wages of HA. NA aims also differed because their experience of discrimination was predominantly to do with territory and cultural identity. NA aimed to restore land treaties, which is why AIM used occupation as a strategy, occupying their traditional land such as the village of Wounded Knee in 1973. The Gay Rights [GR] campaign’s aims also differed because the nature and form of the stigma they faced was wholly different. Their discrimination was often less visible, because their identity could be hidden. This is why their campaigns had to be visible, hence the GLF’s use of Pride Marches as a tactic to challenge homophobia. So their campaigns were different because the nature and form of the discrimination, whether social, economic, homophobic or territorial, that they faced differed, so campaigns varied as a result. So overall there was some similarity in that campaigns all aimed to end discrimination, but variations existed because the nature and form of that discrimination differed vastly.

Furthermore, it could be argued that there were similarities between black civil rights and minority civil rights campaigns due to tactics. The black civil rights group NAACP used the tactic of litigation to help stop the discrimination black people were getting and by using this tactic they won several Supreme Court rulings that helped destroy the 1896 Plessy v Ferguson ruling, and 1954 Brown v Topeka. The Brown v Topeka ruling resulted in schools becoming desegregated but most schools in the deep South remained segregated making some black activists question if non-violent direct action (NVDA) may be better. In 1955 NAACP used the tactic of NVDA to stage the Montgomery Bus boycott and in 1960 SNCC (another black activist group) staged a sit-in at a segregated Woolworths lunch counter in Greensboro. SNCC, along with another group CORE, had Freedom Rides in 1961, which were integrated groups of civil rights activists riding on interstate buses to test the Supreme Court rulings against segregation. The effect of using NVDA was massive as it caught the attention of the president causing them to respond and make a change. Due to the level of success the black activists achieved both Native and Hispanic Americans emulated their tactics of litigation and NVDA. For example, the NACW staged a fish-in in Washington inspired by SNCC to remind white Americans of Native American Treaty rights as the state had closed their rivers even though they were guaranteed fishing rights. As well as that, the UFW mimicked the Montgomery Bus boycott

and in 1967 organised a national grape boycott supported by 17 million Americans, to demonstrate against the mistreatment of farm workers. Although both groups mirrored the Black Civil Rights campaign they both had their own tactics. Native Americans used occupation, an example of this is in 1969 members of the Indian of All Tribes occupied Alcatraz Island, with over 600 other Native Americans joining them and a detailed proclamation of the dire conditions on reservations was issued. Their occupation had received nationwide media coverage by the time federal forces expelled them in 1971. Hispanic Americans used the tactic of lobbying the federal government for improvements and an example of this is when LULAC walked out of an EEOC conference in 1966 in protest at the absence of Mexican-American representation. This led to President Johnson to appoint Vicente Ximenez to the EEOC. Therefore, even though Native and Hispanic Americans emulated black civil rights tactics of litigation and NVDA, they had different experiences causing them to use the tactics for various purposes. The tactics that Native and Hispanic Americans used, like occupation and lobbying, black activists didn't use so there is hardly any similarity between the two tactics.

Beautiful

Additionally, it could be argued that there was similarities between minority and black civil rights campaigns with both of their movements becoming more militant. Black Power grew thanks to the help of Malcolm X, Stokely Carmichael and James Meredith. Carmichael claimed that King's tactics were reinforcing black stereotypes by suggesting that they needed 'the white man's help' and the Black Power movement was all about encouraging pride in their culture and that the black community can do it themselves without the help of a white man. Meredith set up a march called the Meredith March but he got shot by a white racist so SCLC and SNCC took over and this was the first time Black Power had gained widespread publicity. Advocates for Black Power were the Black Panther Party and they focused on improving the ghettos by serving free breakfasts, setting up summer schools and following police cars so they could expose the police brutality in the ghettos. Similar to the Black Power movement was the Native Americans Red Power movement and Hispanic-Americans Chicano movement. The Red Power activists used a mixture of methods from litigation and establishing survival schools to gaining publicity for tribal problems through occupations and marches. One of the Red Power organisations was AIM and they had 40 chapters in which they focused on improving ghetto housing, education and employment, these chapters were focusing on very similar ideas

to that of the Black Power movements. The Native American population which were in local jails fell to 60% when AIM started to monitor police racism, showing the discrimination that Native Americans were facing from the police and just by AIM taking a lead it made a change. Another movement that was influenced by the Black Power movement was the Hispanic Americans Chicano movement which rejected the 'soft' approach of organisations such as LULAC. The younger generation was a lot more impatient and drifted more towards the Chicano movement. For example, MAYO, which was the Mexican-American youth organisation, campaigned against similar problems of police brutality, segregation and inferior education to the Black Power movements. Ten thousand Mexican-American students 'bowouts' for more bilingual, bicultural lessons, Mexican-American staff and food. Therefore, the minority campaigns were somewhat similar as they both advanced with more militant ideologies consequently due to the younger generations becoming impatient with the lack of progress from the other main organisations and they all wanted improvements within the ghettos, schools and housing. However once again both lots of organisations each had different experiences of discrimination and different successes so the militancy was used for different purposes. For example Black Power was able to end de jure segregation whereas Native Americans were able to get more federal aid and Hispanic Americans got more representation.

How far did the position of women change in America from 1917-80?

Throughout the 20th century, the position of women certainly changed **dramatically** through the literal capabilities and expectations upon women in society. Throughout the depression of the 30s, the shift in lifestyle of the 50s and fluid political atmospheres of the 60s through to the 80s, from extreme liberalism to rigid conservatism, women persevered to steadily increase their economic and social standing. The change of women's position post World War 1 is quite significantly different from their position nearing the turn of the 21st century. However, legislations ~~were~~ was never flawlessly enforced, and society did not reach a point of no return in viewing women as totally equal to men in their rights to freedom, employment and power within the US economy and society as a whole.

Firstly, increased political representation and engagement resulted in women gaining economic freedoms however they were still unequal to men in many aspects. They gained a significant amount of political power following World War 1, with the passing of the 19th Amendment allowing women to vote and the subsequent establishment of the League of Women's Voters in 1920 which fuelled the coordination of voting drives, women were able to use their huge share of the demographic of voters to appear an attractive voting collection for politicians to appeal to, potentially increasing visibility and future progress for their demands. This marked a great steppingstone for the social and economic position of women in the early 20th century. However, this change was only significant to those women who wanted a vote, usually white middle class or even better off women. Women who were poor and struggling often saw the vote as irrelevant, especially older women. The fluctuating political atmosphere of liberalism into conservatism altered the position of women both positively and negatively in society. In Roosevelt's cabinet, Frances Perkins was the first female member of the cabinet and held the position of secretary of labour. This was an improvement for women as she was influential and introduced social welfare programs. However, due to her being female she was subjected the sexism which followed, journalists would frequently claim she was tearful and weak and a democrat; Al Smith said 'men will take advice from a woman, but it is hard for them to take orders from a woman' suggesting her male counterparts struggled to take orders from her as she was of higher authority and female. Nevertheless, women were able to flourish within liberal society, benefitting especially from the counter-culture destruction of the idealised view in suburban areas. The Equal Pay Act of 1963 and the Civil Rights Act demonstrated the move to equality was at the forefront of the political agenda. Johnson as president was also able to extend affirmative action to improve the conditions of women in federal jobs. Women were now starting to work in public office however they remained greatly underrepresented. In 1979-80 there were only 16 women in the US house of representatives and not a single female senator or women in the Supreme Court. Overall, while it could be argued there was increased political representation and engagement, it could be argued this was **limited** as women still lacked political equality.

Moreover, social attitudes changed greatly during the 1920s. The increased availability of automobiles and speakeasies contributed to a rise in young women going out on dates, liberated housewives who used them for shopping and leisure. Divorce also became far more socially acceptable, which aided women who sought to release from their marriage. Some women signalled their freedom by wearing shorter skirts, dumping their corsets, and wearing more makeup, with birth control becoming more widely used. However, one survey found that only 7% of 2000 middle class women surveyed to have premarital sex and President Coolidge would not allow his wife to drive, dance in public, bob her head and instead was to focus open white house entertaining. Clearly showing the roaring twenties had limited impact upon most women. During the 1930s, over 80% of Americans opposed married women having jobs, by 1942, 60% favoured their working in maritime industries. Many women were given the message of the famous Rosie the Riveter poster that empowered women and boosted their self-confidence, they operated heavy equipment, drove trucks, and became train engineers. Although, attitudes were changing they were doing so slowly. Men were invariably the supervisors and managers that were reluctant to train women for skilled jobs as they envisaged them as temporary workers. In addition, women still received lower pay than men, those engaging in manufacturing earned about 60% of what men received. Wartime polls showed that majority of men and women disapproved of working wives and government propaganda consistently emphasised the return to traditional roles once the war ended. Women constituted for 25% of auto workers during the war but only 7.5% in 1946. Thus,

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showing attitudes didn't change considerably. Yet, conversely there were lasting gains made in the white-collar sector as banks had employed more women than men by 1950. Women's activist grew dramatically in the 1960s, Eleanor Roosevelt helped establish the 1963 commission of the status of women. Betty Freidan's 'The Feminine Mystique' in 1963 and the rise of NOW aimed to break through the silken curtain of prejudice and discrimination against women in every field of society. Furthermore, black activist groups and the labour union showed a longing for a larger feminist force. The supreme court also changed its attitude towards women's stride for equality. In 1972 it ruled that contraception should be accessible for all women and in 1973 Roe vs Wade declared abortion legal. This was an important milestone in the women's liberation movement and the main aims of the groups such as NOW. Despite these efforts, conservative attitudes still existed. Republican Henry Hyde led congress in the passage of a law that banned the use of federal funds for abortion and in 1977 the conservative dominated court ruled Hyde's measure constitutional and extended the ban on federally funded abortions to military. This shows women still lacked political equality in 1980. Although feminists had achieved some reproductive rights, conservative reactions endangered this progress. Therefore, while it could be argued the roaring twenties and the war provided new opportunities and experiences for women with a shift in social views, these were unfortunately **temporary**. Women's right activist were effective but had limiting impacts as many groups were often divided and conservatism was closely associated with the republican party which was prominent and unwilling to see social change. Thus, showing there was change in the position of women in the years 1917-80 but not so much as to result in equality.

Lastly, employment fluctuated throughout 1917-80. The Great Depression hit women harder than men. There was high unemployment, falling wages and rising prices for everyone. Restricting hours for women often led them to breaking the rules and getting fired. Women's wages remained half of those of men, with white women earning 61 cents to a man's dollar and non-white women earning only 23. However, during the second world war there was a demand for labour which women filled the shoes for, showing society that they were proficient of work. Legislation such as the 1941 Lanham Act allowed children to be in day-care whilst the mother works which hugely impacted married women in the workforce, it rose from 15% to 23%. In 1941, 21 million women constituted 26% of the workforce and in 1945, 19 million women constituted 26% of the workforce. The second world war undoubtedly advanced the role of women in the workplace and was considerable in gaining women equality. Its impact was crucial, when some men did not return to work post-war, women maintained their job. This led to a consequence of more women in work and more women in a variety of jobs. Nevertheless, attitudes to working women altered since the war, the percentage of married women aged 45-54 in the workforce rose from 10.1% in 1940 to 22.2% in 1950. Largely due women being trained in a wider range of jobs during the war. In 1978 38% of people said that married women should not work, compared to 78% in 1938 thus demonstrating a change in social attitudes towards women. Another factor that promoted improvement in the workplace was the Equal Pay Act 1963 under the administration of J.F.K., however the fault of this was that it was much more difficult to enforce than pass. Women were limited in holding executive, managerial, and professional positions, remaining in low-paid jobs indicating that the push towards improvement for women was restricted. The impact of the war additionally limited many women as they could psychically not continue with their jobs. The demand by men for their jobs back with the lack of funding for day care centres gave women little choice other than resign and return to pre-war state of life. What work was left was clerical, domestic or shop-work based and the small number of women who moved to clerical positions in businesses such as insurance and advertising faced hostility from the role they left behind and the male world they entered. Overall, there were certainly changes in the workplace especially during the war, however this was a temporary change as women were to go back to the traditional role of the homemaker in the periods after. Therefore, the change of women in employment was **narrow** because whilst women did make gains in employment they were confined to nurturing and domestic-orientated roles, so equality had not been achieved.

To conclude, the position of women in US society underwent **considerable** change throughout 1917-80. This is supported by the fact social, political, and economic freedoms did gradually fluctuate throughout the time periods, showing great improvements in some areas. However, there were still problems women faced largely due to the social perceptions that remained prominent from conservative voices, therefore limiting any real impact of women equality. Women did make a few advances in equality but there were still setbacks with attitudes and stigma associated with women.

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How far do you agree that there was a considerable similarity between the campaigns for Hispanic and Native American Civil Rights in the years 1960-80?

From 1960-80, campaigns for Native and Hispanic Americans gained serious momentum following the successes of the black civil rights campaigns from 1955. Historians have argued that the campaigns of Native and Hispanic Americans were similar due to tactics, the development of militant ideologies, and their successes. Overall, I believe Native and Hispanic American campaigns were only partially similar because, although both used the tactic of Non Violent Direct Action (NVDA) and developed militant ideologies, they both used their own individual tactics and different variations of NVDA. Plus, they both had different underlying aims which the militant groups and tactics worked towards, gaining different levels of success.

Historians have argued that there were similarities between Native and Hispanic American campaigns in terms of tactics. Following the success of the Black Civil Rights campaigns in the 60's through the use of NVDA, this inspired both groups to adopt similar tactics of NVDA in attempt to gain the same level of success. For example, the NIYC staged 'fish ins', following the success of the Greensboro 'sit ins', to protest for Native American treaty rights after Washington state closed rivers to Native Americans, despite being previously guaranteed fishing rights. Plus, the UFW organised the national grape boycott, 1967, following the success of other boycotts such as the Montgomery Bus Boycott, against the mistreatment of Hispanic farm workers, which gained the support of 17 million Americans. This shows how both groups were inspired by the Black Civil Rights movement to adopt the tactic of NVDA due to the effectiveness of increased visibility in gaining support. However, Native and Hispanic Americans did have some differing tactics, such as the use of occupation for Native Americans. For example, Native Americans occupied Wounded Knee in 1973 to publicise land reservation issues, which was eventually ended by armed federal forces after hostages were held at gunpoint. This difference could be due to the different aims of the two groups as the Native Americans were more concerned with land rights, whereas Hispanic Americans were more concerned with improving their economic status, mainly through education. So the Native Americans used more direct action as the issue of land rights was harder to resolve through litigation, compared to problems within education, as they wanted to gain more public attention for their land reservation problems. Therefore, the tactics used by Native and Hispanic American campaigns were partially similar as they were both inspired by the Black Civil Rights campaign to use NVDA, however Native Americans used a more direct tactic of occupation due to the difference in underlying aims of both groups as Land Rights were harder to resolve through traditional tactics, like litigation.

In addition, it's argued that there were similarities between Native and Hispanic American campaigns as they both developed more militant ideologies. Similar to Black American campaigns, both Native and Hispanic Americans became frustrated at the lack of progress made by their mainstream Civil Rights groups, and so some broke away and formed more militant organisations. The Red Power Movement was the militant group for Native Americans, which continued to use marches and occupations to draw attention to Native American land violations. For example, they organised the 'Trail of Broken Treaties' march, in 1972, which aimed to publicise the need for compensation as a result of government violations of 19th century land treaties. Similarly, Hispanic Americans formed the Chicano Movement, which looked to improve ghetto conditions and replicated the Black Panthers tactic by establishing educational centres to promote Puerto Rican culture and traditions, hoping to promote racial pride and improve the economic status of Hispanic Americans. But, despite both groups forming more militant groups, their activities differed due to the underlying aims of their own movements. For example, Native Americans were more concerned with land rights, so continued to use direct action to gain wider public attention of government violations, whereas the Hispanic Americans aim was to improve their economic status, so the Chicano Movement looked to improve education and ghetto conditions in attempt to reduce poverty and gain wider employment opportunities. Therefore, the Native and Hispanic American campaigns were partially similar as they both developed more militant ideologies as a result of lack of progress from mainstream groups. However, the underlying aims of each movement greatly differed, with Native Americans focusing on land rights, and Hispanic Americans continuing to focus on improving ghettos and improving Hispanic education to gain wider future opportunities.

Furthermore, the Native and Hispanic American campaigns were similar due to their successes. Both groups had some successes due to the passing of new legislation. For example, Native Americans benefitted from the Civil Rights Act 1968 because it included the Indian Bill of Rights, giving Native Americans access to better health services, housing, education, and unemployment benefits. Plus, the American-Indian Religious Freedom Act was passed in 1978, recognising Native American rights to practise their cultural traditions, such as the use of peyote during ceremonies, suggesting that Native Americans gained greater cultural acceptance. Hispanic Americans also gained some successes as they benefitted from Civil Rights legislation, such as employment quotas increasing opportunities for Hispanic Americans, helping them escape from poverty and increase their economic status. However, both groups only experienced limited progress because, despite Native Americans gaining more cultural acceptance, many treaty rights were still ignored, and their lands still had a lower economic status than the majority of Americans. Also, Hispanic Americans had limited success in increasing their political status as the large majority of the Hispanic American families remained in the poorest third of the American population. This shows that, even though both groups did have some success following the passing of legislation, de facto segregation still existed, which limited the progress of the Native and Hispanic American campaigns. Therefore, both groups were similar in terms of success because they both benefited from Civil Rights legislation and Native Americans gained some individual legislation, but both were significantly limited in their progress due to remaining de facto segregation. However, the extent of success differed between the two groups as Native Americans did gain some direct legislation improving their land rights, whereas Hispanic Americans only benefitted from other general Civil Rights legislation, and failed to make any significant changes to achieve their underlying aim of improving their economic status.

Overall, I believe that the campaigns for Native and Hispanic American civil rights were only partially similar because, despite both adopting the tactic of NVDA and developing militant ideologies, the activities of both campaigns differed due to their differing underlying aims. Also, despite both gaining limited successes, it could be argued that Native American campaigns were more successful than Hispanic American campaigns. This is because they managed to win direct legislation to advance their land rights as well as benefitting from general Civil Rights legislation, whereas the Hispanic campaigners gained little direct legislation to make any significant advancements. Therefore I believe that the campaigns between Native and Hispanic Americans were only partially similar.

How to approach Paper 1: Section C

Section C comprises **one compulsory question** that assesses the ability to **analyse and evaluate interpretations** (AO3) and targets content specified by the ‘historical interpretations’ focus question:

What impact did the Reagan presidency (1981–89) have on the USA in the years 1981–96?

- The effect of Reagan’s economic policies.
- The extent to which ‘big government’ was reduced.
- The nature and extent of social change.
- The extent to which the presidency and US politics were revitalised.

Historical interpretations: The Context

This topic focuses on the debate concerning the nature and effect of Ronald Reagan’s presidency from 1980 to 1988, and the consequences of his two terms in office to the presidential election of 1992.

You will need to **know and consider**:

- The main features of Reaganomics and his aims to reduce the role of federal government.
- The extent and impact of cutbacks in federal government and the extent and effectiveness of deregulation policies.
- His conservative social values and the influence of the Religious Right in the 1980s.
- The extent to which Reagan’s social values influenced social change and affected the advancement of women and of African Americans and other minority groups.
- The extent to which Reagan’s economic policies were successfully implemented and the extent to which economic problems were overcome.
- Reagan’s economic legacy in the years to 1996.
- The extent to which Reagan’s policies affected the both the nature of US electoral politics and the public perception of the role of the President up to 1996.
- The nature of the debate on the extent to which Reagan’s presidency changed US politics.
- The impact of the ‘Iran-Contra affair’ on attitudes towards the Reagan presidency.
- The impact of the Reagan legacy on the period 1989–96 with regard to continuity and change in policies and general trends.

How to approach the question

Questions will be based on **two extracts** from historical interpretations totalling approximately 350 words.

Questions WILL ALWAYS be worded as:

In the light of differing interpretations, how convincing do you find the view that.....

To explain your answer, analyse and evaluate the material in both extracts, using your own knowledge of the issues.

Section C Mark Scheme (AO1)

Target: AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Each level descriptor has 3 strands:

- **Analysis and comparison of interpretations**

Are you treating it as a repository of information analysing the subtleties of the interpretation? Analysis should break extract into parts.

- **Deployment of knowledge of issues related to the debate**

This is the knowledge you bring to the exam – do you know the debate and detail? Note the difference between lower and higher levels – at L5 knowledge is ‘integrated’ not just ‘linked’ mechanically and formulaically.

- **Evaluation of and judgement about the interpretations.**

Are you using valid criteria and reaching a judgement? Is the substantiated judgement followed through?

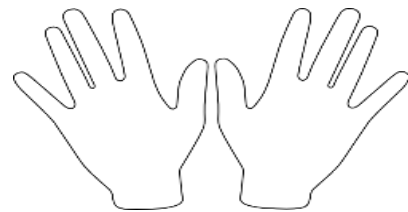
Level	Mark	Descriptor
1	1-3	<ul style="list-style-type: none"> • Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. • Some relevant contextual knowledge is included, with limited linkage to the extracts. • Judgement on the view is assertive, with little or no supporting evidence.
2	4-7	<ul style="list-style-type: none"> • Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. • Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included. • A judgement is given, but with limited support and related to the extracts overall, rather than specific issues.
3	8-12	<ul style="list-style-type: none"> • Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences. • Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. • A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.
4	13-16	<ul style="list-style-type: none"> • Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by comparison of them. • Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth. • Discusses evidence provided in the extracts in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation.
5	17-20	<ul style="list-style-type: none"> • Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors. • Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments. • Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.

How do I approach and structure my answer in Section C?

1. **What is the question asking?** Identify the two sides of the precise debate in the question. *On the one hand.... On the other hand....*

2. **Annotate and analyse the extracts carefully** - what does each suggest? What evidence have they used? Aim to summarise the arguments of each extract in a sentence each.

3. **Apply your knowledge of the debate to the extracts** - What evidence would you provide to support or challenge certain aspects of each extract? You should aim for two examples for each, as these will form your two points for and against in the essay!



HOWEVER.... **don't get caught out:**

In the exam, you do not need to link position to a particular historian / schools of thought explicitly. You need to know the wider debate and that there are different positions that historians can take. You need knowledge of this debate so that you can interrogate the extracts



Edexcel can be sneaky: Extracts used by Edexcel *may be* another historian paraphrasing another's argument; it may be that this historian explains another's argument more precisely or simply and is therefore of better use for the purposes of this exam! Therefore, it may be counter-productive to explicitly name-drop or link the author of the extract to a particular school of thought, as it may not be their argument.

4. **Plan and write your introduction carefully, to introduce the debate and your judgement.**

- Introduce the debate (wider debate, not simply the extracts alone)

The two extracts contain points of view / interpretations / perspectives on.....

- Outline the main arguments in the extracts

Extract 1 supports this view that..... "quote to support" whilst extract 2 challenges this view "quote to support".

- Overall judgement in response to the question

It is argued that the view expressed in extract has some strengths, but it is not the most convincing interpretation of the controversy. On balance, the most convincing interpretation is.....which is supported by extract...

5. **Write the essay! Suggested structure:**

- The response can consist of two large paragraphs for and against rather than 4.
- Integrate awareness of debate, contextual knowledge and extract analysis continually.

Para 1 and 2 – FOR the statement in the question.

P: Point that relates to the question

Some might argue that to some extent because...

EE: Is there any evidence from the extracts and your own knowledge to support this?

Extract argues that... Extractalso agrees to an extent because.....which is true / and indeed there is truth in this argument.....

There is validity in the argument that....suggested by extract

This view can be further supported by.....

Those who support this view include....

In order to place..... argument that.....into context, it is important to consider....

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The extract also states that....

It is typical of the view that....

E: Explain, analyse and evaluate your argument and provide counter-points

This is important because...

However, this may not be the complete case because...

This is partially supported bywhich shows....

So and So too says that....

However this view is also challenged by extract.... that suggests....

...whereas extract leans towards..... suggesting that....

L: Link back to the question, your line of argument, summarise and state how convincing the argument for/against is.

Therefore,.....to a large extent because...

Clearly this view plays an important role in understanding the controversy

Clearly this view is the most convincing in, but that is not to dismiss the other contributory interpretations which also make a significant contribution to this controversy....

Para 3 and 4 – COUNTER OR MODIFY the argument in the question

However this view has some major limitations in terms of the evidence...

Despite the fact that both sources show that....., there is some evidence to suggest that

Repeat the above PEEL structure for both paragraphs.

Conclusion - Display an understanding of the basis of the differing arguments (for example, what criteria are being used on which to base a claim or judgement) and why you find one more convincing than the other. Make sure you justify this fully!

In conclusion, the most convincing.... / the balance of the argument appears to favour....

Basic Timeline

1981	Ronald Reagan became president First case of AIDS identified in America
1982	Unemployment reached 9 million
1983	Reagan's 'evil empire' speech US troops invaded Grenada
1984	Reagan launched SDI Jessie Jackson sought nomination as the Democratic presidential candidate Reagan argued for support for Contra 'freedom fighters' in Nicaragua Congress outlawed funding for the Nicaragua Contras
1986	Reagan-Gorbachev Reykjavik summit Challenger space shuttle disaster
1987	Iran-Contra scandal
1988	Jessie Jackson's second attempt to win nomination as the Democratic presidential candidate
1989	George H W Bush became president Fall of the Berlin Wall
1990	Bush broke election pledge by introducing new taxes
1991	US led forces in the Gulf War to drive Iraqi forces out of Kuwait
1994	Bill Clinton became president

What are historical interpretations?

A key point to note about historical 'interpretations' is that they are plural. To understand historical interpretations, it is necessary to understand something about the nature and development of the discipline of history.

Although histories have been written for millennia, the academic discipline of history is generally understood to be a nineteenth century creation (Beiser, 2011; Berger, Feldner and Passmore, 2003; Novick, 1988). Despite the expectation, shared by leading nineteenth century practitioners of the discipline such as Lord Acton, that the professionalisation of history would lead to the creation of 'ultimate' history providing a singular and definitive account of the past (Carl, 1961, p.1; Megill, 2007, pp.162–164), the growth of academic history in the twentieth century led to the proliferation of histories rather than to their consolidation (Ankersmit, 1994).

Common misconceptions

The past is fixed

Many students talk about history in a way that assumes that the past has a single and fixed meaning, and these students talk about historical interpretation as if it should also be singular and fixed (accounts should agree in mirroring a 'fixed' past). This is a misconception. What we can say about the past relates to the topics and issues that we focus on and the questions that we ask and to a range of other variables, including, for example, the methods that we use to answer our questions. As Lee and Shemilt argue, histories are more like theories, developed to solve problems and to answer questions, than they are like pictures, developed to mirror 'what happened' (Lee and Shemilt, 2004).

Historians are searching for the 'truth'

Many students assume that historical sources should be thought of as witness statements reporting 'what happened' and that the historian's job is to find reliable reports and to piece them together, in the manner in which one might reassemble a jigsaw or a broken mosaic, to create a true 'picture' of the past. This is a misconception and one that fails to appreciate the importance of questions. If accounts are answers to questions then it follows that there can be as many different and legitimate accounts as there can be different questions about the past. Questions also determine the conclusions that can be drawn from sources. Any source, 'reliable' or otherwise in testimonial terms, must be interrogated and reliability is relative to the question that is asked.

The illusion of ultimate history

Like everything and everyone else, the discipline of history and the historians who practice it exist in time. History asks and aims to answer questions about the past, however, neither history nor the past are static. The topics, issues and themes that we think merit attention, the questions that we consider worth asking, the methods of research and analysis that we use to answer these questions and the sources that we have available to us all change with time. Our understandings of time itself and of change over time are emphatically impacted, for example, by changing research technologies and methods.¹

Furthermore, historians are a very diverse group and they are all located in social, cultural, political, economic, geographic and ideological spaces, as well as in time (Appleby, Hunt and Jacob, 1995; Novick, 1988). Histories are decisively shaped by the identities of the people who write them (Schama, 1991). Histories are always narratives, to one degree or another, and writing a story involves a series of identifications and decisions, all of which are shaped by the assumptions and identities of the story's narrator.

'Ultimate' history seemed possible in the late nineteenth century partly because it could safely be assumed that professional academic history was 'his-story' (rather than 'her-story' or 'their-stories') and because it could safely be assumed that high – rather than gender, or labour, or racial, or cultural – politics was the 'fit and proper' subject of this story.

History is a collective practice

'Ultimate' history, then, was an illusion.² This does not mean, however, that the discipline of history is an illusion. Despite their differences, historians have a great deal in common and share a common professional identity as historians, despite variations in approach, in interpretive framework, in topic, in method, and so on (Megill, 2007). Now, as in the late nineteenth century, history is an interpersonal and collective practice, and gains much of the objectivity that it can claim from this fact (Evans, 1997; Megill, 2007; Rüsen, 2005; Seixas, 1993). History is the work of many hands – of archivists, historians, curators, and so on (Samuel, 1994) – and not driven simply by individual subjectivity and whim. Historians both depend upon each other's work and depend on each other for the recognition and validation of their own work. The disciplinary community of historians acts as the arbiter of what counts as historical work and history is made through public and open debate within this community. Histories always involve stories, to one degree or another, but there is much more to history writing than story-telling: the *form* of historical writing, characterised by close attribution of sources and an infrastructure of argumentation and justification (Grafton, 2003; Megill, 2007), embodies a commitment to debate and critical evaluation.

Learning about historical interpretations involves coming to understand why it is that history is inherently plural and changing, rather than singular and 'ultimate'. Learning about historical interpretations also involves coming to understand the ways in which interpretations are constrained by disciplinary practices. The rigour of historical practices is not measured by the permanence or the 'ultimate' nature of the histories that they produce. Rigour consists, rather, in the qualities of research and argument that historical works display and in the processes of debate and argument through which historical claims to knowledge are advanced, tested and, perhaps, sustained and developed.

Historical interpretations, then, are representations and constructions of the past, created in particular moments of time, by particular authors who have particular agendas and who aim, through the interrogation of the records of the past, to make sense of time and change (Rüsen, 2005). In so far as they are historical (rather than simply about the past), historical interpretations are arguments and, as such, are amenable to rational scrutiny and debate. Historians cannot, as it were, 'make it up' or 'say what they like'.³ The processes of historical debate aim to ensure that the representations of the past constructed in historical narratives are subject to rational evaluation and these processes differentiate histories from the past-referencing practices of collective memory, party history, national myth, and so on (Lowenthal, 1985 and 1998; Megill, 2007; Wertsch, 2002; Wineburg, 2001 and 2007).

Summary

Students should understand:

- that histories are representations and constructions of the past
- that histories are inherently plural and variable
- that histories exist in time and change with time
- that histories are authored and shaped by the subjectivities of their authors
- that histories are typically narratives grounded in evidence and argument
- that history is a discipline and an interpersonal practice.

Section Exemplar L5 Answer

SECTION C

Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

- 5** In the light of differing interpretations, how convincing do you find the view that the Reagan presidency failed to live up to its own claims to reduce 'big government'?

To explain your answer, analyse and evaluate the material in both extracts, using your own knowledge of the issues.

(20)

Extracts for use with Section C.

Extract 1: From David Stockman, *The Great Deformation: The Corruption of Capitalism in America*, published 2013.

The long ago Reagan-era battle of the budget ended in dismal failure. Notwithstanding decades of Republican speech-making about Ronald Reagan's rebuke to 'big government', it never happened. Republican administrations whose slogan was 'smaller government' only made big government bigger. Republican hypocrisy about the evils of deficit finance was evident. Almost nobody was willing to challenge the core components that comprise big government. Thus, the giant social insurance programs of Medicare and Social Security had barely been scratched; means-tested entitlements had been modestly reformed but had saved very little money because there weren't so many welfare queens* after all; farm subsidies and veterans' benefits had not been cut because these were Republican voters; and the Education Department had emerged standing tall because middle-class families demanded their student loans and grants. In all, Ronald Reagan had left the 'welfare state' barely one-half of 1 percent of GDP smaller than that in the late 1970s, and added a massive structural deficit as well. In fact, Reagan was an out-and-out supporter of big government in the realm of the military and national security. All the well-warranted scepticism he had about big government did not apply to the Pentagon. Nor did he have any sense that money spent on defense imposed the same burden on taxpayers and drain on the economy as did all other kinds of government spending.

* welfare queens – a term used to indicate those supposedly living prosperous lives from welfare fraud

Extract 2: From Andrew Busch, *Ronald Reagan and the Politics of Freedom*, published 2001.

The Reagan coalition, declared dead by many commentators after 1992, proved itself quite alive in the 1994 elections. Essentially the combination of voters that had appeared at the presidential level in 1980, 1984, and 1988 reappeared in 1994 to give Republicans control of both houses of Congress for the first time in forty years. They retained this control (albeit by somewhat narrower margins) throughout the 1990s. The coalition also proved powerful enough to block most major expansions of government, or when that failed in the 1990 and 1993 tax increases, to exact a sharp revenge, first against George Bush and then against congressional Democrats. Indeed, much of what the supporters of big government have called 'stalemate' or 'gridlock' in the two decades since Reagan took office has been a consequence of the continuing power of Reagan's new coalition to balance and block the old coalition's appetite for bigger government. Before 1980, America lacked a strong electoral coalition for limited government. By 1988, it had one.

Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

- 5 In the light of differing interpretations, how convincing do you find the view that the Reagan presidency failed to live up to its own claims to reduce 'big government'?

To explain your answer, analyse and evaluate the material in both extracts, using your own knowledge of the issues.

(20)

In order to assess the success of Reagan's administration, it is important to look at both the measures that decreased 'big government' but also measures that decreased it. Stockman believes that not a single Reagan measure had reduced the size of government and he makes it clear that he believes that Reagan was disillusioned; he would rather promote his 'slogan' of 'smaller government' than actually create one. Busch holds the contrasting view that Reagan had left a legacy and that Reagan was successful in blocking 'most major expansions of government'.

Stockman addresses the 'battle of the budget' which ended in dismal failure! Despite the omnibus reconciliation act which created a budget bill, Reagan still managed to create a shocking financial deficit of \$208bn – the most in the history of American politics. This begs the question as to why

Reagan was managing to actually increase the size of the government and spending. Busch states that Reagan was successful in the 'balance and block' of previous governments and their 'appetite for bigger governments.' This is to an extent true; he cut 23,000 pages from the federal regulations book, he cut down his staff members ~~by a third~~ by ~~looking at~~ choosing loyalty first and ability second (something Nixon opposed), ~~and~~ and even since his first few days as president he was incredibly active. So it is true that he did literally 'cut government.'

However, when depicting his theory of Reaganomics and the supply-side economics, there was no way he would be consistently successful - even his economics leader agreed.

Stockman mentions the cuts to ~~insure~~ welfare programs like Medicaid and food stamps but also mentions that other 'social insurance programs' like 'Medicare and Social Security' ^{which} had barely been scratched.'

This reveals one of Reagan's strengths: his ability to negotiate. He did listen to advice and to commissions, a trait sometimes not

evident in previous presidencies. Despite cuts however, the budget still increased. Why? Defence spending. Stockman ironically states that Reagan was a 'supporter of big government' when it came to 'military and national security.' He spent a total of \$1.2 trillion on defence programmes such as the Star Wars project which was pointless and did not even manifest. Stockman supports the popular 'lunatic theory' of Reagan and states that he did not realise that 'defence imposed the same burden' on the people. Whilst the poorest in society had to deal with 'welfare', Reagan relished in showing off to the world. Stockman suggests that Reagan's priorities were unbalanced, he favoured gain for the rich than help for the poor, increasing government size inadvertently.

Bush brings up an important point of legacy. He states that Reagan's leadership style 'proved itself quite alive' in the 1994 elections. Contextually, this is true as Bush and even Clinton had continued with Reagan's policies with the same aim of reducing government size. Linking to Stockman-

ans reference to the 'Dunce Theory' however, you could argue that a legacy only remained ~~to~~ due to the actions of Congress. Congress had intervened more than was acceptable during Reagan's presidency, blocking controversial bills surrounding abortion and attempted cuts to programs like Medicare. So this urges us to question if Reagan would still have had the same legacy ~~&~~ without Congress or would he have driven the political system in to the ground, increasing both the size and spending of it.

Furthermore, Stockman interestingly mentions the fact that certain areas of society had not been cut, areas affecting his 'Republican voters.' ~~Again, he~~ It reveals his ~~discrimination~~ ~~inaction~~ ~~nature~~, selective nature as he tended to advance the rights of conservatives like him, the ones against abortion, the 'New Right' and all the evangelical groups. This stands in stark contrast to Busch's claim that there was a 'combination of voters,' as there simply was not. Reagan did not help minorities or women, but instead increased welfare for his supporters, increasing the size

of government at the same time.

To conclude, I agree with the view that Reagan had failed to reduce big government and believe that Stockman's view is correct. Reagan almost lacked the common sense to realise that the federal deficit was not going to go away by increasing defence spending. He spent 28% on defence compared to 20% on human resources. Busch does emphasise Reagan's legacy and there sure was one but I question how much of this was actually from his doings and not Congress. Stockman makes it clear that Reagan had a disillusioned thinking and used excuses to justify his inhumane actions. Busch fails to mention the other stuff to Reagan, his emphasis on legacy is too reductionist. This is why despite bringing about change, instilling hope, being flexible, Reagan had too many high hopes, he was selective and relied too much on words rather than action.

What will these questions look like? (Question banks)

Please use [Pearson.com](https://www.pearson.com) and the grid below for more past papers.

Section 1.1 The Changing Political Environment, 1917–80

1. Were Republican ideas the main reason for the fact that there was a Republican president and a Republican majority in Congress in the years 1921–31? (20) **AS Section A, Pearson textbook page 13**
2. How far do you agree that it was Hoover's policies that lost him the 1932 presidential election? (20) **AS Section A, Pearson textbook page 18**
3. To what extent were the style and actions of the president responsible for the changes in levels of public confidence in government in the years 1929–80? (20) **AS Section B, Pearson textbook page 144**
4. How far do you agree that the personality of the president was the most significant factor in the changes in the presidency in the years 1917–80? (20) **AL Section B, Pearson textbook page 22**
5. How far do you agree that the news media was the most significant influence on the decline in confidence in the American presidency in the years 1968–80? **Sample Assessment Material**
6. How far do you agree that the news media was the most significant influence on the decline in confidence in the American presidency in the years 1968–80? **2015 SAMs**
7. How significant were Cold War influences in shaping the different styles of presidential leadership in the years 1945–72? **2016 SAMs II**
8. Was government unpopularity the main consequence of US involvement in the Vietnam in the 1960s and 1970s? **2016 AS Level**
9. How far do you agree that the impact the Second World War had on American politics and society was very different from that of the First World War? **2017 A Level**
10. How far was the response to fears of communist influence in the Period after the First World War different to the response in the period after the Second World War? **2016 AS Level**
11. How accurate is it to say that, in the years 1917–80, war and the impact of the Cold War led to an increase in conservative influences on domestic politics in the USA? **2018 A Level**
12. How accurate is it to say that, in the years 1941–80, the impact of war and the Cold War brought about a decline in the confidence the nation had in the presidency? **2019 A Level**
13. How accurate is it to say that the influence of Roosevelt was the main reason for changes to the presidency in the years 1933–60? **2020 A Level**
14. How accurate is it to say that the most significant influence on US politics, in the years 1917–60, was a commitment to isolationism? **2021 A Level**
15. How accurate is it to say that, in the years 1917–80, anti-communism was the most significant influence on the political landscape? **2022 A Level**
16. How far do you agree that, in the years 1968–80, the decline in confidence in the presidency was largely a result of the impact of war? **2023 A Level**

Key question themes:

1. A Changing Presidency
 - The rise and decline of Republicanism to 1933
 - The influence of Roosevelt
 - Changing styles of presidential leadership, 1945–72
 - A decline in confidence, 1968–80
2. Influences on the political landscape
 - From rugged individualism to New Deal ideas in the 1920s and 30s
 - The Red Scares and anti-communism, 1917–80
 - Liberalism, counter-culture and the conservative reaction, c1960–80
3. The impact of war on domestic politics
 - The reasons for a return to 'normalcy' and a commitment to isolationism, 1917–41
 - US emergence as a Cold War superpower from 1941
 - The impact of involvement in Korea and Vietnam

Paper 1, Option 1F: In search of the American Dream: the USA, c1917–96

Section 1.2 The quest for civil rights, 1917-80

1. Was the media the main reason for the increasing sympathy for the civil rights movement in the early 1960s? (20) **AS Section A, Pearson textbook page 50**
2. Was federal legislation the main reason for improvements in black American civil rights in the years 1955-80? **2016 AS Level**
3. How accurate is it to say that it was the actions of civil rights leaders that explain the increased success of the civil rights campaign in the years 1955–68? **June 2017 A Level Paper**
4. How far do you agree that the aims and methods of black American civil rights activists in the years 1955–68 were radically different from those of activists in the years 1917–55? **Sample Assessment Material**
5. Was the shift of tactics by the civil rights movement in the 1940s and 1950s the main reason for the passing of the Civil Rights Act in 1964? (20) **AS Section A, Pearson textbook page 140**
6. How far do you agree that the impact of Northern migration (1917-32) can only be considered in terms of the migrants themselves and the cities they moved to? (20) **AS Section B, Pearson textbook page 40**
7. How far had legal action advanced the position of black Americans between 1917 and 1955? (20) **AL Section A, Pearson textbook page 45**
8. To what extent did Hispanic Americans draw on the tactics and resources of black Americans in their struggle for civil rights? (20) **AL Section B, Pearson textbook page 58**
9. How far do you agree that there was a considerable similarity between the campaigns for black civil rights (1955-80) and minority civil rights (1960-80)? **June 2018 A Level**
10. How accurate is it to say that, in the years 1917-55, there was very limited improvement in the lives of black Americans? **2019 A Level**
11. How accurate is it to say that it was federal intervention which brought the most significant improvement to the civil rights of black Americans in the years **1933–68**? **2020 A Level**
12. How far do you agree that increasing direct action was the most significant development bringing **improvements to the civil rights of black Americans** in the years **1933–80**? **2021 A Level**
13. How accurate is it to say that, in the years **1960–80**, the **campaigns for minority rights** had limited success? **2022 A Level**
14. How accurate is it to say that, in the years **1917–55**, northern migration was the most significant factor bringing **improvements to the position of black Americans**? **2023 A Level**

Other questions not yet used in SAMs or past papers:

15. To what extent did Indigenous Americans draw on the tactics and resources of Black Americans in their struggle for Civil Rights?
16. To what extent did Hispanic Americans draw on the tactics and resources of Black Americans in their struggle for Civil Rights?
17. To what extent did LGBTQ+ Americans draw on the tactics and resources of Black Americans in their struggle for Civil Rights?
18. Were the actions of Martin Luther King the main reason for increasing support for the Civil Rights Movement in the 1960's?
19. How far do you agree that Black Americans had made significant gains in their fight for civil rights by 1980?
20. How far do you agree that Hispanic Americans had made significant gains in their fight for civil rights by 1980?
21. How far do you agree that Indigenous Americans had made significant gains in their fight for civil rights by 1980?
22. How accurate is it to say that minority rights campaigns achieved considerable success in the years 1960–80?
23. How accurate is it to say that, in the years 1960-80, there was very limited improvement in the lives of Hispanic Americans?
24. How accurate is it to say that, in the years 1960-80, there was very limited improvement in the lives of Indigenous Americans?
25. How accurate is it to say that, in the years 1960-80, there was very limited improvement in the lives of LGBTQ+ Americans?
26. How far do you agree that there was a considerable similarity between the campaigns for black civil rights (1955-80) and Hispanic civil rights / Indigenous American Rights / LGBTQ+ Rights (1960-80)?
27. How far do you agree that there was a considerable similarity between the campaigns of Hispanic Americans and Indigenous American, 1960-80?

Paper 1, Option 1F: In search of the American Dream: the USA, c1917–96

Possible comparisons: Similarities or differences between

- Aims and methods of...[**aims, methods, tactics & resources, leadership, media, legal support, Presidential**]
 - Black Americans
 - Indigenous Americans
 - Hispanic Americans
 - LGBTQ+ Rights
- Tactics and resources of... [**tactics & resources, aims, leadership, media, legal support, Presidential**]
 - Black Americans
 - Indigenous Americans
 - Hispanic Americans
 - LGBTQ+ Rights
- Extent or significance of success of.... **Political, legal, economic, social attitudes [comparative]**
 - Black Americans
 - Indigenous Americans
 - Hispanic Americans LGBTQ+ Rights

Section 1.3 Society and culture in change, 1917-80

1. How far did the position of American women change in the years 1917-80? [**2016 AS**]
 2. How far do you agree that the New Deal brought about a significant improvement in the lives of racial minorities and women? [**2017**]
 3. How accurate is it to say that the position of women saw considerable improvement in the years 1941–80? [**2020**]
 4. How far do you agree that the position of women changed considerably in the years 1917-80? [**2022**]
 5. How far do you agree that women had made significant gains in their fight for equality by 1980? [**Pearson Textbook, p.70**]
 6. To what extent was the US involvement in the Second World War responsible for improvements in the position of women in the years 1945-60? (20) **AS Section B, Pearson textbook page 66**
 7. How far do you agree that the position of American women had changed significantly for the better between the years 1917 and 1980? (20) **AL Section A, Pearson textbook page 154**
 8. How significant was the Second World War in improving the role and status of women in the United States?
 9. How far do you agree that conservative attitudes were the most significant factor in limiting the position of women in American society between 1917-80?
 10. To what extent was popular culture central to shaping the role of women in American society 1917-80?
 11. How far did the attitudes towards women lead to significant gains in their rights and status in American society from 1961-80?
 12. How far do you agree that the impact the Second World War had on American politics and society was very different from that of the First World War? **June 2017 A Level Paper**
 13. How far do you agree that the number of immigrants entering the country was the most significant factor in public reactions to immigration between 1917 and 1980? (20) **AL Section B, Pearson textbook page 78**
 14. How far do you agree that anti-communism was the main influence on **US immigration policies** in the **1920s**?
 15. To what extent was popular culture central to shaping the role of women in American society 1917-80?
 16. How accurate is it to say that the main **consequence of television** from **c1950–80** was an improvement in the cultural experience of Americans?
 17. To what extent did the impact that **immigration** had on the USA change in the years **1917-80**?
1. How far do you agree that developments in **popular culture**, in the years **1917-45**, had an overwhelmingly positive influence on American society?
 2. How accurate is it to say that, in the years **1917–80**, the main **result of government immigration policy** was that it had a negative impact on immigrants?

Section 1.4 The changing quality of life, 1917-80

3. How far had the standard of living achieved in America before the Wall Street Crash of 1929 been recovered by 1941?
Sample Assessment Material
4. How significant was the post-Second World War population boom in the creation of a consumer society in the USA during the 1950s and 1960s? **Sample Assessment Material**
5. Was the Second World War the main reason for post-war affluence in the 1950s? (20) **AS Section A, Pearson textbook page 95**

Paper 1, Option 1F: In search of the American Dream: the USA, c1917–96

6. How far do you agree that the impact the Second World War had on American politics and society was very different from that of the First World War? **June 2017 A Level Paper**
7. How far do you agree that confidence was the most significant factor in both the affluence of the 1950s and the crisis of the 1970s? (20) **AL Section A, Pearson textbook page 100**
8. How significant was the growth of credit in the USA in the 1920s in producing the Great Depression of the 1930s? (20) **AL Section B, Pearson textbook page 158**
9. How far do you agree that the car changed the face of the USA in the years 1917–80? (20) **AL Section B, Pearson textbook page 113**
10. How accurate is it to say that living standards in the USA were transformed for the better in the years 1941–80? **June 2017 A Level Paper**
11. How far do you agree that, in the years **1945–80**, the main reason for changes in the **leisure activities** of ordinary Americans was their growing affluence? [2018]
12. How accurate is it to say that the most significant feature **improving the quality of life** in the USA, in the years **1917–80**, was the development of a car owning culture? [2019]
13. To what extent did the living standards of the American people see progress in the years **1917–41**? [2020]

Section 1.5 The impact of the Reagan presidency, 1981–86 SECTION C ONLY

1. Study Extracts 3 and 4 (page 122) before you answer this question.

Historians have different views about the impact of the Reagan presidency on the USA. Analyse and evaluate the extracts and use your own knowledge of the issues to explain your answer to the following question.

How far do you agree with the view that Reagan's economic policies in the years 1981–96 were just a way to make the rich richer? (20) **AS Section C, Pearson textbook page 121**

2. Study Extracts 1 and 9 (pages 116 and 135) before you answer this question.

Historians have different views about the impact of the Reagan presidency on the USA. Analyse and evaluate the extracts and use your own knowledge of the issues to explain your answer to the following question.

3. How far do you agree with the view that Reagan's administration 'altered the landscape of political debate and public policy' in the years 1981–96? (Extract 9, lines 5–6)? (20)

To explain your answer, analyse and evaluate both extracts using your own knowledge of the issues. (20) **AS Section C, Pearson textbook page 149**

4. Study Extracts 9 and 10 (page 137) before you answer this question.

In light of the differing interpretations, how convincing do you find the view that the main achievement of Reagan's presidency was 'to alter the terms and nature of the debate about domestic issues' (Extract 10)

To explain your answer, analyse and evaluate both extracts using your own knowledge of the issues. (20) **AL Section C, Pearson textbook page 138**

5. Study Extracts 5 and 6 (page 127) before you answer this question.

In light of the differing interpretations, how convincing do you find the view that increasing foreign imports, investments and loans was both positive and a sign of US success in making world business serve its needs (Extract 5, lines 4–6)?

To explain your answer, analyse and evaluate both extracts using your own knowledge of the issues. (20) **AL Section C, Pearson textbook page 162**

6. Study Extracts 1 and 2 before you answer this question.

In the light of differing interpretations, how convincing do you find the view that the Reagan presidency failed to live up to its own claims to reduce 'big government'?

To explain your answer, analyse and evaluate the material in both extracts, using your own knowledge of the issues. **June 2017 A Level Paper**

See grid below for past paper questions, coded by theme

Past Paper Question Plans

Section A & B: Factor Questions [Intro, 3-4 x PEEL, conclusion]								
Paper	Question	Indicative words to respond to in Q	Factor 1 (factor in the Q)	Factor 2	Factor 3	Factor 4 (if time)	Links between factors (without/if)	Most important factor and why
2015 SAMs 1 Paper & MS p.93	How far do you agree that the <u>news media</u> was the most significant influence on the decline in confidence in the American presidency in the years 1968-80 ?	Significant Influence	News media	Leadership styles of presidents (easy to expose in media)	Crises and conflicts – Vietnam, Watergate, Stagflation, Oil (reported by media)	Counter-culture (more likely to challenge confidence – explains factor 3)	News media exposed flaws in all – heightened, intensified, but didn't initiate	News media significant 'influence' but not ultimate 'cause'
	How significant was the <u>post-Second World War population boom</u> in the creation of a consumer society in the USA during the 1950s and 1960s ?	Creation	Post-war population boom	Post-war industrial boom in consumer industry (and therefore also advertising)	Car-owning culture (and associated leisure activities)	Counter-culture; hippy youth / Cold War propelled 'American way of life'	Baby boom didn't 'create' but certainly propelled other factors.	Post-war industrial boom in consumer industry
2016 SAMs 2 Paper & MS p.80	How far do you agree that <u>anti-communism</u> was the main influence on US immigration policies in the 1920s ?	Main	Anti-communism	Nationalism & nativism	Isolationism, as a consequence of WWI	Eugenicist beliefs	Nativism & WWI enabled isolationism; anti-communism is a secondary cause since cannot explain policies targeting countries outside of EE e.g. China & Japan.	
	How significant were <u>Cold War influences</u> in shaping the different styles of presidential leadership in the years 1945–72 ?	Significant	Cold War influences	Personality, political background and previous experience	News media	Technology / leadership styles / domestic events	News media facilitated leadership styles; CW influences enabled but did not 'shape' style.	Personality, political background and previous experience more likely to 'shape' leadership.
2016 [AS Level] Paper, MS & Report	Was <u>federal legislation</u> the main reason for improvements in black American civil rights in the years 1955-80 ?	Main	Federal legislation	Non-Violent Direct Action tactic	Leadership – MLK, JF, MX	Media & publicity / SC rulings	NVDA designed to showcase leaders & provoke media attention = fed leg	NVDA enabled all other factors; fed legislation was the outcome
	Was <u>government unpopularity</u> the main consequence of US involvement in the Vietnam in the 1960s and 1970s ?	Main	Government unpopularity	Economic impact	Pressure of domestic reforms (e.g. GS)	Counter-culture / Morale of US military	Eco impact + morale intensified unpop of gov decisions	Agree, 'main', but others intensified unpopularity
2017 Paper, MS & Report	How accurate is it to say that it was the <u>actions of civil rights leaders</u> that explain the increased success of the civil rights campaign in the years 1955-68 ?	Accurate Explain the increased success	Actions of civil rights leaders	Non-Violent Direct Action tactic = media	Federal intervention (inc Presidents)	Media & publicity / SC rulings	NVDA designed to showcase leaders & provoke media attention = fed/pres	Helps to explain but not on its own; tactics provoked media & fed intvn
2018 Paper, MS & Report	How far do you agree that, in the years 1945-80 , the main reason for changes in the leisure activities of ordinary Americans was their <u>growing affluence</u> ?	Main	Growing affluence	Increased time (lower working hours and labour saving devices)	Car-owning culture	Growth of suburbia	Growing affluence + time = cars + consumerism + aspirations = suburb	Disagree as not able to spend affluence on l.a. without time
	How accurate is it to say that, in the years 1917-80 , <u>war and the impact of the Cold War</u> led to an increase in conservative influences on domestic politics in the USA?	Increase Accurate Conservative influences (attitudes)	War (inc the Cold War)	Anti-Communism	Economic changes	Individuals / immigration / cultural shifts	War fuelled economic changes and intensified anti-Communism	Accurate - war commonly fuelled con backlash / ideologies
2019 Paper, MS & Report	How accurate is it to say that, in the years 1941-80 , the <u>impact of war and the Cold War</u> brought about a decline in the confidence the nation had in the presidency?	Accurate Brought about Decline	War (inc the Cold War)	Presidential leadership styles / power	Economic changes and crises	Scandals / actions	War = economy (+ve or -ve) = presental image in media	Accurate – did bring about / cause = economic probs / prosperity = confidence
	How accurate is it to say that the most significant feature improving the quality of life in the USA, in the years 1917-80 , was the development of a <u>car owning culture</u> ?	Most significant	Car-owning culture	Consumerism	Economic changes and growing affluence	Government policies / initiatives	Economic changes and developments = consumerism and car-owning culture	Not most significant because not able to take car -owning opp without affluence

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2020 Paper, MS & Report	How accurate is it to say that <u>the influence of Roosevelt</u> was the main reason for changes to the presidency in the years 1933–60 ?	Main reason	The influence of Roosevelt [e.g. changed relationship with public; dictator? Exec orders]	War [e.g. impact of WWII on the role of the presidency – increased scope of federal gov]	Other presidents [e.g. Truman & Eisenhower's changes to the office & cabinet etc]	Anti-Communism / Red scares [Start of Cold War & McCarthyism]	Roosevelt's policies and actions paved the way for Truman and Eisenhower's.	Yes, was main reason, but enhanced by WWII and devlpd by T&E
	How accurate is it to say that it was federal intervention which brought the most <u>significant improvement</u> to the civil rights of black Americans in the years 1933–68 ?	brought the most significant improvement	Federal intervention [e.g. Eisenhower at Little Rock, JFK 1961-3, LBJ legislation; Sup Court precedents, 1954]	Actions of civil rights leaders [MLK, Malcolm X, Stokely C, NAACP, CORE, SNCC etc – must inc more than just MLK]	Non-Violent Direct Action tactic = attracted media attention [e.g. Greensboro, SCLC marches led by King]	The Media / Publicity / Role of the Supreme Court	NVDA designed to showcase leaders & provoke media = federal gov forced to act	Yes, it legally reinforced; but NVDA was catalyst –pressure on the gov to intervene
2021 Paper, MS & Report	How accurate is it to say that the most significant influence on US politics , in the years 1917–60 , was a <u>commitment to isolationism</u> ?	Most significant	Commitment to isolationism	Domestic political ideology [laissez-faire, then New Dealism, then 'middle way']	Anti-Communism & the Red Scares	The economy / war	Domestic political ideology most important since it determined commitment to isolationism; latter was a reaction. Anti-communism/wars increased commitment.	
	How far do you agree that, in the years 1941–80 , the <u>growing affluence of most Americans</u> was the primary reason for improvements in leisure and travel opportunities ?	Primary	Growing affluence of most Americans	Labour-saving devices = time	Car-owning culture	Changes in technology / suburban expansion / government policies	Gov policies & car-o culture were a reaction to existing improvements; l-s devices enabled affluence	Tech improvements = l-s devices = growing affluence = suburbs = car-o culture = gov policies
	How far do you agree that <u>increasing direct action</u> was the most significant development bringing improvements to the civil rights of black Americans in the years 1933–80 ?	Most significant development	Increasing direct action [& NVDA tactic]	Federal action including presidential support	Litigation – NAACP & Supreme Court	Migration and the needs of war production in WWII / leadership / media visibility	NVDA designed to showcase leaders & provoke media = federal gov forced to act	NVDA was catalyst –pressure on the gov to intervene; SC legally reinforced.
	How accurate is it to say that, in the years 1917–80 , the main result of government immigration policy was that it had a <u>negative impact on immigrants</u> ?	Main result	Negative impact on immigrants	Increase in overall immigrant numbers	Preference system = increase in highly skilled immigration & from Western hemisphere	Changing policies towards immigration from Asia	Increasing numbers heightened negative impact & prompted preferences	Yes, main result since deeper long-term change in domestic policies.
2022 Paper, MS & Report	How accurate is it to say that, in the years 1917–80 , <u>anti-communism</u> was the most significant influence on the political landscape ?	Most significant	Anti-communism	Domestic political ideology e.g. laissez-faire, RtN, New Dealism, Liberalism, NRright	Foreign policy, including wars & the Cold War	The economy	FP, wars fuelled A-C & were shaped by prevailing domestic ideology	Domestic political ideology; anti-C was temporary, exaggerated.
	How accurate is it to say that, in the years 1917–80 , <u>government policies</u> were the main force behind growing affluence ?	Main force	Government policies	Technology = mass production & consumerism	War - reinvigorated industry & WWII post-war boom	Car-owning culture / Business innovation / consumption /	Gov policies often reaction to wars and/or technology	Tech 'main' force – policies a reaction to improvements
2023 Paper, MS & Report	How accurate is it to say that the main consequence of television from c1950–80 was an <u>improvement in the cultural experience of Americans</u> ?	Main consequence	Improvement in the cultural experience of Americans	Engagement in US politics and current affairs	Support for campaigns for civil rights	Homogenising effect on culture = consumerism / criticism of moral standards	Engagement in politics facilitated support for CR; cultural experience led to homogenised culture	Yes, most important consequence because it had deepest, widest impact on all groups.
	How far do you agree that, in the years 1968–80 , the decline in confidence in the presidency was largely a <u>result of the impact of war</u> ?	Largely	Impact of war	The expansion, changing nature and increased range of media coverage – now critique	The leadership styles and actions of the presidents	The growth of counter-culture / economic and social challenges	War fuelled counter-culture; war & media coverage exposed flaws in leadership styles	War not 'largely', as actions of Presidents fundamental, heightened by media.
	How accurate is it to say that, in the years 1917–55 , <u>northern migration</u> was the most significant factor bringing improvements to the position of black Americans ?	Most significant	Northern migration	Litigation – NAACP, CORE & Supreme Court	Presidential support e.g. 'Black Cabinet'	Employment e.g. New Deal schemes	Litigation campaigns & northern migration = presidential attention = economic outcomes	Not most significant factor as regionally and culturally confined impact on North.
	How far do you agree with the view that, in the years 1917–69 , the most significant economic influence in the USA was the <u>Great Depression</u> ?	Most significant	Great Depression	The New Deal	War [WWI = mass production & WWII = production, consumerism boom]	Technology / consumption	ND a direct reaction to GD; technology facilitated; war enabled LT success of ND	GD was the catalyst, yes, but not most significant in range & depth of impact

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Section A & B: Discursive & Comparative essays [Intro, PEEL <i>for</i> vs PEEL <i>against</i> x3-4 [6-8 PEELS], conclusion]								
Paper	Question	Indicative words to respond to in Q	Comparison point 1 [2xPEEL] <i>In terms of...</i> Argue both for and against	Comparison point 2 [2xPEEL] <i>In terms of...</i> Argue both for and against	Comparison point 3 [2xPEEL] <i>In terms of...</i> Argue both for and against	Comparison point 4 (if time) [2xPEEL]	Extent of change / continuity similarity / difference	Overall judgement (consistent in all comparison points)
2015 SAMs 1 Paper & MS p.93	How far had the standard of living achieved in America before the <u>Wall Street Crash</u> of 1929 been recovered by 1941 ?	Recovered	Employment	Wages	Consumerism / Leisure	Nutrition	Somewhat but not 'recovered', which suggests complete restoration	Not 'recovered' but improved under New Dealism.
	How far do you agree that the <u>aims and methods</u> of black American civil rights activists in the years 1955-68 were radically different from those of activists in the years 1917-55 ?	Radically	Aims	Methods	Audience (Presidents and media)	Leadership	Aims remained rooted in eliminating the racism that underpinned lack of civil rights but methods were <i>deliberately</i> changed to NVDA because initial litigation-based methods had failed; media provided wider audience.	
2016 SAMs 2 Paper & MS p.80	How accurate is it to say that minority rights campaigns achieved <u>considerable success</u> in the years 1960–80?	Considerable	Employment / economic opportunity	Legislation	National visibility / attention and support	Social discrimination	Campaigns did achieve some success in terms of legislation but this was not 'considerable' since it did not alter the underlying attitudes that facilitated daily social and economic discrimination.	
	How far do you agree that living standards in the USA were <u>transformed</u> for all Americans in the years 1933–60 ?	Transformed	Incomes and wages	Consumer society	Suburban expansion / regional variations	Car ownership / air travel	Considerable change not 'transformed' for all.	+ve change only for some; increased poverty in areas and for black Americans, especially towards end of 1950s
2016 [AS Level] Paper, MS & Report	How far did the position of American women change in the years 1917-80 ?	Position, changed	Economic (employment, wages, status)	Political (participation, representation)	Social (attitudes)	Standards of living (wages)	Economic position transformed (independence), less so pol & even less social	
	How far was the <u>response</u> to fears of communist influence in the Period after the First World War different to the response in the period after the Second World War ?	Different How far	'Red Scares' – authorities and accusations	Federal government response & policies	Cultural responses (TV, the arts etc)		Different to a large extent; more intense and long-lasting; some elements continued	More intense, long-lasting and widespread in second period; rooted in same hysteria in both
2017 Paper, MS & Report	How far do you agree that the New Deal brought about a significant <u>improvement</u> in the lives of racial minorities and women ?	Significant improvement	Employment	Wages / Legislation	Discrimination	Political representation	Marginal improvement but not 'significant'	Minimal tangible 'improvement' – undermined by attitudes for both
	How far do you agree that the <u>impact</u> the Second World War had on American politics and society was very different from that of the First World War ?	Very	Domestic politics and ideologies (e.g. return to normalcy vs cont Democrat policies)	Female status / employment	Economy (inc standards of living / consumerism)	Racial minorities / red scares / immigration	Not 'very' different but somewhat / mostly	Political and economic differences; similar social impacts
	How accurate is it to say that living standards in the USA were transformed for the <u>better</u> in the years 1941-80 ?	Transformed For the better	Incomes and wages	Consumer society	Suburban expansion	Car ownership / air travel	Considerable change not 'transformed';	+ve change only for some; increased poverty in inner-cities

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							some for the worse, not 'better'	
2018 Paper, MS & Report	How far do you agree that there was a considerable <u>similarity</u> between the <u>campaigns</u> for black civil rights (1955-80) and minority civil rights (1960-80) ?	Considerable	Aims	Methods	Experiences of discrimination	Unity	Disagree; minimal similarity only in NVDA use and in 60s disunity	Mostly different aims based on different experiences and therefore methods
	To what extent did the <u>impact</u> that immigration had on the USA <u>change</u> in the years 1917-80 ?	Extent Change	Employment	Legal status / government policies	Fear of Communism	Social attitudes	Minimal change overall	Impact on pop growth and social fears continued
2019 Paper, MS & Report	How accurate is it to say that, in the years 1917-55 , there was very <u>limited improvement</u> in the lives of black Americans ?	Limited improvement	Economic status (employment, wages etc)	Political / legal gains in civil rights	Violence (lynching)	Political representation (New Deal)	Minimal improvement overall – only economic in North	Accurate that was limited; S became more violent; N more economic opp
	How far do you agree that developments in popular culture , in the years 1917-45 , had an overwhelmingly <u>positive influence</u> on American society?	Overwhelmingly positive	Consumerism – positive v negative (inc sales and viewing figures)	Cultural and social attitudes – liberated vs traditionalism / conservatism	Racial divisions – helped vs hindered (e.g. 'Birth of a Nation')	National culture of consumerism	Not 'overwhelmingly'; positive followed by -ve con backlash	Only positive for a minority (WASPs); led to negative backlash
2020 Paper, MS & Report	To what extent did the living standards of the American people see <u>progress</u> in the years 1917-41 ?	Progress	Incomes and wages	Consumer society	Suburban expansion	Car ownership / air travel	Considerable progress for many, not all.	progress only for some e.g. increased poverty in inner-cities
	How accurate is it to say that the position of women saw <u>considerable improvement</u> in the years 1941-80 ?	Considerable improvement	Economic position (employment, wages, status)	Political position (participation, representation)	Social position (attitudes)	Standards of living position (wages)	Economic position more than improved; 'transformed' (independence). Political and social position saw significant improvement but not 'considerable'.	
2022 Paper, MS & Report	How accurate is it to say that, in the years 1960-80 , the campaigns for minority rights had <u>limited success</u> ?	Limited success	Underlying social and economic discrimination = poverty	Legislation	Disunity of campaigns	Educational discrimination / mainstream awareness / identity	Limited; not seismic or deep-rooted; not wide-ranging across all minority groups	Limited since did not transform underlying attitudes, but considerable in long term & awareness
	How far do you agree that the position of women changed <u>considerably</u> during the years 1917-80 ?	Considerably	Economic (employment, wages, status)	Political (participation, representation)	Social (attitudes)	Standards of living (wages)	Economic position more than improved; 'transformed' (independence). Political and social position saw significant improvement but not 'considerably'; underlying attitudes remained.	

Section C: Historical Interpretations

Paper	Question	Textbook Pages	Evidence to support view in question	Evidence to challenge view in question
2015 SAMs 1 Paper & MS p.93	In light of the differing interpretations how convincing do you find the view that the Reagan presidency was a time of ' deterioration and decline ' in the advancement of black Americans in the USA?	pp.211-217; pp.227-232	<ul style="list-style-type: none"> - The civil rights movement became less effective in mobilising black Americans as society became more individualistic in the 1980s [relevant to Extract 1] - Reagan's social policies in general, not just crime, and cutbacks in federal spending had a negative impact, particularly on inner city black American communities [relevant to Extract 1]-Despite public commitment to racial integration, many white Americans remained intolerant [relevant to Extract 2] - A combination of drug culture and poverty meant the spread of HIV/AIDs in the 1980s disproportionately affected the health of black Americans 	<ul style="list-style-type: none"> -The advance of black Americans in some areas was significant but only affected a minority; their gains led to statistical rather than real improvements in health and social welfare [relevant to Extracts 1 and 2] -Black Americans became increasingly accepted into unionised skilled employment which had previously been closed to them [relevant to Extract 2] -The civil rights movement leaders had become part of the political mainstream, e.g. Jesse Jackson, the establishment of Martin Luther King day [relevant to Extract 1] -Additional supporting evidence, e.g. the emergence of an assertive black American rap culture, leading roles for black Americans in mainstream popular culture, black American sporting stars as role models for achievement.
2016 SAMs 2 Paper & MS p.80	In the light of differing interpretations, how convincing do you find the view that the legacy of Reagan's conservative policies was 'hardly a presidential scoreboard of which to be proud'?	pp.201-237	<ul style="list-style-type: none"> - The consequences of supply-side policies and the budget deficit for the promise to 'rollback' the state [relevant to Extract 1] - The creation of unequal living standards resulting in homelessness and 'yuppie' lifestyles [relevant to Extract 1] - Social tensions escalating as a result of economic inequality, particularly with regard to Black Americans and in urban areas [relevant to Extract 1] - Similar scandals to that of Savings and Loans, such as evidence of fraud in government departments and personal scandals involving figures from the Religious Right [relevant to Extract 1] - George Bush Snr forced to review some of Reagan's economic policies e.g. tax early 1990s. 	<ul style="list-style-type: none"> - Alternative economic statistics suggest that Reagan's economic policies were successful, such as reduced inflation and increased production[relevant to Extract 1] - By 1988 many Americans expressed the view that ultimately their living standards had improved under Reagan [relevant to Extract 2] - Conservative supporters felt that the Reagan years had at least begun to limit the excesses of the liberal orthodoxy of the 1960s and 70s [relevant to Extract 2] - Clinton's campaign strategies and early policies were influenced by the extent of conservative influence established during the Reagan presidency [relevant to Extract 2] - Additional supporting evidence, e.g. after the presidencies of Nixon, Ford and Carter, Reagan re-established confidence in both the presidency and the US as a nation in the eyes of many.
2016 [AS Level] Paper, MS & Report	How far do you agree with the view that Reagan's economic policies damaged the US economy?	pp.201-207; pp.223-227; pp.233-237	<ul style="list-style-type: none"> -1981-2 saw a deep recession, in part a result of the Federal Reserve raising interest rates to 21.5% -By 1982, unemployment had risen to 10.8%, with consequences for unemployment benefits and tax take -The national debt went from \$800 million to \$1.5 trillion in the years 1981-84, with a budget that consistently ran a deficit of 5% every year up to 1996. 	<ul style="list-style-type: none"> -From 1983, a recovery was underway, with inflation down to 3.2% (from over 10% in 1981) and a growth rate of around 5-7% in late 1983-4 -The electoral campaigns of Reagan in 1984 and Bush in 1988 played on economic prosperity; the success of these may be used to examine the public's reception to Reagan's policies -Federal deregulation of markets and lending can be argued to have contributed to later booms, e.g. under Clinton to 1996.
2017 Paper, MS & Report	In light of the differing interpretations how convincing do you find the view that the Reagan presidency failed to live up to its own claims to reduce ' big government '?	pp.207-211; pp.223-227; pp.233-237	<ul style="list-style-type: none"> -The budget deficit averaged 4.2% of GDP during both Reagan and George Bush's presidencies, significantly higher than under either Clinton or Carter - Despite Bush's promise of 'Read my lips: no new taxes', he had to agree to tax increases as part of the 1990 budget in order to tackle the continued issue of government spending and deficits -Government assistance for corporations and agribusiness amounted to \$80 billion a year by the end of the first term - The Reagan administrations saw an increase in federal employment, both in absolute and relative terms, when compared to either the Carter or 	<ul style="list-style-type: none"> -The Reagan administration did remove some regulation, and new regulation, such as the Food Security Act of 1985, was driven by Congress rather than the president -Reagan's Executive Order 12291 (1981) established the principle that government regulation should only be issued after a cost-benefit analysis, a process overseen by the Office for Management and Budget (OMB) -The period of 1981-2 saw significant budget cuts, and Reagan's legacy (as argued by Extract 2) can be seen in the budget cuts of the Republican Congress headed by Gingrich and Dole from 1995

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			Clinton administrations.	-Reagan's tax cuts can be seen to have produced significant growth, but were being diluted as early as 1982-3 in the face of public concern over rising deficits.
2018 Paper, MS & Report	In the light of differing interpretations, how convincing do you find the view that the Reagan administration's policies were an attack on the disadvantaged which increased social division?	pp.211-217; pp.227-232; pp.233-237	<ul style="list-style-type: none"> - Cuts made under the OBRA fell mainly on federal spending for the poorest in society, capping benefits and reducing eligibility -Attempts to shift from welfare to workfare left many on incomes below benefit levels, and were additionally hampered by issues such as inadequate childcare provision - By the mid-1980s, the number of families eligible yet unable to find social housing had grown to over 3.7 million, with federal spending on housing falling by over two-thirds during the Reagan era -The Reagan campaign removed the commitment to the Equal Rights amendment from the Republican platform in 1980, and lack of support for increased minimum wages disproportionately hit women. 	<ul style="list-style-type: none"> -Welfare-to-work programmes were enacted by over 40 states in the 1980s, and the principle of the approach had been accepted by both major parties by 1996 - The 1986 Tax Reform Act effectively removed the working poor from federal income taxation, and the expansion of the Earned Income Tax Credit reached 19 million low- and middle-income American families by 1996 -Reagan passed the Fair Housing Act of 1988, expanding the provisions of this to include protection to those with disabilities and families with children, and redeeming some of the flaws with regards to enforcement -The National Initiative Programme sought to aid women in business, and the 'Fifty States Project' encouraged state Governors to review codes and regulations that discriminated against women.
2019 Paper, MS & Report	In the light of differing interpretations, how convincing do you find the view that the Reagan presidency cannot be given credit for revitalising American politics?	pp. 217-232; pp.233-237	<ul style="list-style-type: none"> -Revitalisation is limited with regards to the failure to tackle the budget deficit, the limited success in reducing government spending and problems in the stock market and financial sector from 1987 -The Iran-Contra affair dented Reagan's popularity and leadership, with his approval rating falling from 67 per cent to 46 per cent -Reagan's emphasis on limited government led to a weakening in the institutional capacity of government in areas such as environmental control -Reagan's attempts to reduce federal intervention cut welfare disproportionately from poorer citizens, increasing social and political division -Whilst accepting part of Reagan's agenda, Bill Clinton's 'New Democrats' were successful in offering support to areas not revitalised. 	<ul style="list-style-type: none"> -GNP expanded by 30 per cent from 1982 to 1989, with inflation falling from 10.3 per cent to 4.8 per cent over the same period, restoring public confidence in the federal government's steering of the economy -Reagan's personal approval rating reached 59 per cent by 1984, and he had the third highest average approval rating for a second term (55.3 per cent) of all presidents since regular ratings began with Truman -Reagan's bipartisan cooperation with House Democrats avoided gridlock and led to the passage of significant legislation, such as reform of Social Security and the Tax Code, a legacy that was followed under Clinton -The Reagan administration's successful ability to present even policy setbacks or late changes in direction as victories contributed to public optimism and trust in the office.
2020 Paper, MS & Report	In the light of differing interpretations, how convincing do you find the view that the Reagan presidency brought real improvements to the USA?	pp.211-217; pp.227-232; pp.233-237	<ul style="list-style-type: none"> -GNP expanded by 30 per cent from 1982 to 1989, with inflation falling from 10.3 per cent to 4.8 per cent over the same period, restoring public confidence in the federal government's steering of the economy -Reagan inherited social security costs which were 21 per cent of the budget (dwarfing military spending), growing 3.5 per cent each year, a supposedly self-funded issue that successive Congresses failed to tackle -Reagan's bipartisan cooperation with House Democrats avoided gridlock and led to the passage of significant legislation, such as reform of Social Security and the Tax Code, a legacy that was followed under Clinton -The Reagan administration's successful ability to present policy setbacks or late changes in direction as victories, contributed to public optimism and trust in the office -The 1986 Tax Reform Act effectively removed the working poor from federal income taxation, and the expansion of the Earned Income Tax Credit reached 19 million low- and middle-income American families by 1996. 	<ul style="list-style-type: none"> -The Reagan administrations failed to tackle the budget deficit, had limited success in reducing government spending and oversaw problems in the stock market and financial sector from 1987 -Reagan's emphasis on limited government led to a weakening in the institutional capacity of government in areas such as environmental control -Reagan's attempts to reduce federal intervention cut welfare disproportionately from poorer citizens, increasing social and political division -Attempts to shift from welfare to workfare left many on incomes below benefit levels, and were additionally hampered by issues such as inadequate childcare provision -By the mid-1980s, the number of families eligible yet unable to find social housing had grown to over 3.7 million, with federal spending on housing falling by over two-thirds during the Reagan era.

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2021 Paper, MS & Report	In the light of differing interpretations, how convincing do you find the view that the efforts of the Reagan presidency to end ' big government ' in the USA can be seen as a success?	pp.207-211; pp.223-227; pp.233-237	<ul style="list-style-type: none"> - Federal deregulation and tax policies encouraged business growth, and the longest run of economic expansion in American history began in 1983, which lasted until well into the 1990s - Welfare-to-work programmes were enacted by over 40 states in the 1980s, and the principle of the approach had been accepted by both major parties by 1996 • Reagan's Executive Order 12291 (1981) established the principle that government regulation should only be issued after a cost-benefit analysis, a process overseen by the Office for Management and Budget (OMB) • - The 1986 Tax Reform Act effectively removed the working poor from federal income taxation, and the expansion of the Earned Income Tax Credit reached 19 million low and middle-income American families by 1996 - Attitudes towards smaller government were essentially accepted in the longer-term by both the electorate and both major political parties, e.g. the political cost of Bush reneging over tax increases, Clinton's New Democrats 	<ul style="list-style-type: none"> - The Reagan administration was reluctant to cut major sections of the welfare budget which were popular with voters, e.g. Medicare or Social Security - The budget deficit averaged 4.2% of GDP during both Reagan and George Bush's presidencies, significantly higher than under either Clinton or Carter - Attempts to shift from welfare to workfare left many on incomes below benefit levels, and were additionally hampered by issues such as inadequate childcare provision - Government assistance for corporations and agribusiness amounted to \$80 billion a year by the end of the first term - Reagan's policies created a huge national debt of over \$2.6 trillion, much of which was from spending on defence, and the failure of the tax-base to broaden sufficiently to compensate, as anticipated by 'supply-siders'.
2022 Paper, MS & Report	In the light of differing interpretations, how convincing do you find the view that the Reagan presidency shaped America for the better ?	pp.211-217; pp.227-232; pp.233-237	<ul style="list-style-type: none"> - Reagan inherited social security costs which were 21 per cent of the budget (dwarfing military spending), growing 3.5 per cent each year, a supposedly self-funded issue that successive Congresses failed to tackle - GNP expanded by 30 per cent from 1982 to 1989, with inflation falling from 10.3 per cent to 4.8 per cent over the same period, restoring public confidence in the federal government's steering of the economy - Reagan's bipartisan cooperation with House Democrats avoided gridlock and led to the passage of significant legislation, such as reform of Social Security and the Tax Code, a legacy that was followed under Clinton - The 1986 Tax Reform Act effectively removed the working poor from federal income taxation, and the expansion of the Earned Income Tax Credit reached 19 million low- and middle-income American families by 1996. 	<ul style="list-style-type: none"> - The Reagan administrations failed to tackle the budget deficit, had limited success in reducing government spending and oversaw problems in the stock market and financial sector from 1987 - Reagan's emphasis on limited government led to a weakening in the institutional capacity of government in areas such as environmental control - Attempts to shift from welfare to workfare left many on incomes below benefit levels, and were additionally hampered by issues such as inadequate childcare provision - By the mid-1980s, the number of families eligible yet unable to find social housing had grown to over 3.7 million, with federal spending on housing falling by over two-thirds during the Reagan era.
2023 Paper, MS & Report	In the light of differing interpretations, how convincing do you find the view that Reagan's government carried out a programme of policies that had a negative impact on US society ?	pp.211-217; pp.227-232; pp.233-237	<ul style="list-style-type: none"> - Attempts to shift from welfare to workfare left many on incomes below benefit levels, and were additionally hampered by issues such as inadequate childcare provision - The Reagan campaign removed the commitment to the Equal Rights amendment from the Republican platform in 1980, and lack of support for increased minimum wages disproportionately hit women - Perceptions of black Americans, particularly young men, became more negative and Reagan's crime policies led to more of them going to prison - Standards of living for black Americans fell, particularly in the inner cities, with continued wage and employment inequalities - The vilification of welfare recipients, through Reagan's anecdotes of 'Welfare Queens' and food stamps being used to buy vodka, created distrust and hatred towards those not in work. 	<ul style="list-style-type: none"> - GNP expanded by 30 per cent from 1982 to 1989, with inflation falling from 10.3 per cent to 4.8 per cent over the same period, bringing material improvements to millions of Americans - The 1986 Tax Reform Act effectively removed the working poor from federal income taxation, and the expansion of the Earned Income Tax Credit reached 19 million low- and middle-income American families by 1996 - Reagan passed the Fair Housing Act of 1988, expanding the provisions of this to include protection to those with disabilities and families with children, and redeeming some of the flaws with regards to enforcement - The National Initiative Programme sought to aid women in business, and the 'Fifty States Project' encouraged state Governors to review codes and regulations that discriminated against women - More black Americans went to college and were employed in public services, skilled and professional jobs that were previously closed to them.

What additional reading and watching will I have to do?

Whilst your core textbook is a great place to start for essential reading, **this alone is not enough**. You should look to read as widely as possible as this will allow you to develop your understanding further. Remember to record your reading in your reading log to show evidence of your wider reading and independent learning. Below is a general recommended reading list for this paper, but your teacher will give you recommendations for each topic.



= available in the Library / soon to be available




= A History teacher has a copy (and might let you borrow it if you're really nice to them!)


















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Type and level of challenge	
Textbooks written for A Level students to support previous A Level specifications , but with a significant amount of relevant material.	Robin Bunce and Laura Gallagher, <i>Edexcel AS History, Unit 1: Pursuing Life and Liberty: Equality in the USA, 1945–1968</i> (Pearson, 2009)
	Peter Clements, <i>Prosperity Depression and the New Deal Third Edition</i> , Access to History (Hodder Education, 2005)
	David Mauk and John Oakland, <i>American Civilization</i> (Routledge, sixth edition, 2014)
	Derrick Murphy, Kathryn Cooper and Mark Waldron, <i>The United States 1776–1992</i> (Collins, 2001)
	Vivienne Sanders, <i>Civil Rights in the USA, 1945–1968</i> , Access to History (Hodder Education, 2008)
	Doug and Susan Willoughby, <i>The USA 1917–45</i> , Heinemann Advanced History (Heinemann, 2000)
	Ron Field, <i>Civil Rights in America, 1865–1980</i> (Cambridge Perspectives in History) (Cambridge University Press, 2002)
	David Paterson and Susan and Doug Willoughby, <i>Civil Rights in the USA, 1863–1980</i> (Heinemann, 2001)
	Joanne De Pennington, <i>Modern America: 1865 to the Present: The USA, 1865 to the Present (SHP Advanced History Core Texts)</i> (Hodder, 2005)
	Vivienne Sanders, <i>Race Relations in the USA 1863–1980</i> (Access to History, Hodder, 2006)
	Vivienne Sanders, <i>Civil Rights in the USA 1945–68</i> (Access to History, Hodder, 2005)
	Vivienne Sanders, <i>Civil Rights in the USA, 1850–2009</i> (Access to History, Hodder, 2016)
General introductory texts to social aspects, covering either the whole period or significant aspects of the period, or the nature and legacy of 'negro'	Hugh Brogan, <i>The Penguin History of the United States of America</i> (Penguin, 2001)
	Eric Rauchway, <i>The Great Depression and the New Deal: A Very Short Introduction</i> (Oxford University Press, 2008)
	Elizabeth Cobbs Hoffman and Jon Gjerde, <i>Major Problems in American History, Volume II: Since 1865</i> (2011)
	Alan Farmer and Vivienne Sanders <i>An Introduction to American History 1860–1990</i> (Access to History Context) 2002

Type and level of challenge	
<p>slavery, including slavery's impact on contemporary society and white domination in America. These are all challenging texts.</p>	<p>Eric Foner, <i>Give me Liberty! An American History</i> (W.W. Norton & Company, 2006) </p>
	<p>Robert J McMahon, <i>The Cold War: A Very Short Introduction</i> (Oxford University Press, 2003)</p>
<p>Academic books and articles</p> <p>offering in-depth analysis of key aspects of the specification. These are typically aimed at university students and therefore challenging</p> <p>You will find many of these on Amazon for £1 or less!</p>	<p>Maldwyn A Jones, <i>The Limits of Liberty</i> (Oxford University Press, 1995)</p>
	<p>Eric Foner <i>The Story of American Freedom</i> (1998)</p>
	<p>Lewis L Gould, <i>The Modern American Presidency</i> (University Press of Kansas 2003)</p>
	<p>Michael E Parrish, <i>Anxious Decades: America in Prosperity and Depression 1920–1941</i>, (Norton twentieth century America series, W Norton, 1994)</p>
	<p>James T Patterson, <i>Grand Expectations, the United States 1945–1974</i> (Oxford University Press, 1996)</p>
	<p>David Reynolds, <i>American, Empire of Liberty: A New History</i> (Penguin, 2009)</p>
	<p>Lynn Dumenil, <i>The Modern Temper: American Culture and Society in the 1920s</i> (Hill & Wang, 1995)</p>
	<p>Harvey Green, <i>The Uncertainty of Everyday Life 1915–1945</i> (University of Arkansas Press, 1992)</p>
	<p>David E Kyvig, <i>Daily life in the United States, 1920–1939</i> (Greenwood, 2002)</p>
	<p>William E Leuchtenburg, <i>The Perils of Prosperity, 1914–32</i> (University of Chicago Press, 1968)</p>
	<p>Regin Schmidt, <i>Red Scare</i> (Museum Tusculanum Press, 2000)</p>
	<p>Richard M Fried, <i>Nightmare in Red: The McCarthy Era in Perspective</i> (Oxford University Press, 1990)</p>
	<p>Ted Morgan, <i>Reds: McCarthyism in Twentieth-Century America</i> (Random House, 2003)</p>
	<p>Larry Ceplair, <i>Anti-communism in Twentieth-century America: A Critical History</i> (Praeger, 2011)</p>
	<p>Mark Hamilton Lytle, <i>America's Uncivil Wars, The Sixties Era from Elvis to the Fall of Richard Nixon</i> (Oxford University Press USA, 2006)</p>
	<p>Peter Braunstein and Michael William Doyle, <i>Imagine Nation: The American Counterculture of the 1960s and 1970s</i> (Routledge, 2002)</p>
	<p>Douglas Brode, <i>From Walt to Woodstock: How Disney Created the Counterculture</i> (University of Texas Press, 2014)</p>
	<p>Simon Hall, <i>Peace and Freedom: The Civil Rights and Antiwar Movements in 1960s</i> (University of Pennsylvania Press, 2006)</p>
	<p>Gary Gerstle, <i>American Crucible: Race and Nation in the Twentieth Century</i> (Princeton University Press, 2002)</p>
	<p>Kevern Verney, <i>Black Civil Rights in America</i> (Routledge, 2000)</p>
	<p>Jeanne Theoharis and Komozi Woodard, <i>Freedom North: Black Freedom Struggles Outside the South, 1940–1980</i> (Palgrave, Macmillan, 2003)</p>
	<p>Adam Fairclough, <i>To Redeem the Soul of American: the Southern Christian Leadership Conference and Martin Luther King, Jr.</i> (University of Georgia Press, 2001)</p>
	<p>Vicki Lynn Eaklor, <i>Queer America: A GLBT History of the 20th Century</i> (Greenwood, 2008)</p>
	<p>Troy R Johnson, <i>Red Power: The Native American Civil Rights Movement</i> (Chelsea House Publishers, 2009)</p>
	<p>Randy Shaw, <i>Beyond the Fields: Cesar Chavez and the UFW</i> (University of California Press, 2008)</p>
	<p>Peter Braunstein and Michael William Doyle, <i>Imagine Nation: The American Counterculture of the 1960s and 1970s</i> (Routledge, 2002)</p>
	<p>Antony Badger, <i>The New Deal the Depression Years, 1933-1940</i> (Farrar Straus & Giroux, 1989)</p>
	<p>Jane F Gerhard, <i>Desiring revolution: second-wave feminism and the rewriting of American sexual thought, 1920 to 1982</i> (Columbia University Press, 2001)</p>
	<p>Flora Davis, <i>Moving the Mountain: The Women's Movement in America Since 1960</i> (University of Illinois Press, 1999)</p>
	<p>Douglas Field, <i>American Cold War Culture</i> (Edinburgh University Press, 2005)</p>
	<p>William H Young and Nancy K Young, <i>The 1930s</i> (Greenwood, 2002)</p>
	<p>Aimee D Shouse, <i>Presidents from Nixon through Carter 1961–1981</i> (Greenwood, 2002)</p>

Paper 1, Option 1F: In search of the American Dream: the USA, c1917–96




Type and level of challenge	
	Michael Harrington, <i>The Other America: Poverty in the United States</i> (Penguin, 1997)
	Beth Bailey and David Farber, <i>America in the Seventies</i> (University Press of Kansas, 2004)
	Richard O Davies, <i>Sports in American Life: A History</i> (Wiley, 2011)
	Elsa Barkley Brown, 'Negotiating and Transforming the Public Sphere: African American Political Life in the Transition from Slavery to Freedom,' in Jane Dailey et al., eds, <i>Jumpin' Jim Crow: Southern Politics from Civil War to Civil Rights</i> , (Princeton University Press, 2000)  
	Stewart Burns, 'We Shall All Be Free' in Twayne, <i>Social Movements of the 1960s: Searching for Democracy</i> , (Boston, 1990)  
	Clayborne Carson, 'Martin Luther King, Jr: Charismatic Leadership in a Mass Struggle', in <i>Journal of American History</i> 74: 2 (September 1987): 448- 54.  
	Dalfiume, R., (1970) "Stirrings of Revolt" from Weinstein, A., Gatell, F.O., <i>The segregation era 1863-1954: a modern reader</i> , (New York: O.U.P.)  
	William Frey <i>The New Great Migration</i> (Brookings Institution May 2004) http://www.frey-demographer.org/reports/R-2004-3_NewGreatMigration.pdf
	David Garrow - King The March The Man The Dream – in <i>American History</i> , August 2003  
	Jacquelyn Dowd Hall 'The Long Civil Rights Movement and the Political Uses of the Past', <i>The Journal of American History</i> , March 2005  
	Larry Hunt <i>Who is Headed South?</i> Social Forces 87 2008 http://nuweb.neu.edu/mhunt/my%20articles/2008%20Social%20Forces.pdf
	Robin D. G. Kelley, "'We Are Not What We Seem': Rethinking Black Working-Class Opposition in the Jim Crow South' in <i>The Journal of American History</i> , Vol. 80, No. 1 (Jun., 1993), pp. 75-112  
	Michael J. Klarman, How Brown Changed Race Relations: The Backlash Thesis , <i>The Journal of American History</i> , Vol. 81, No. 1 (Jun., 1994), pp. 81-118
	Steven F Lawson 'Debating the Civil Rights Movement The View From the Nation', in Lawson and Payne (Editors) <i>Debating the Civil Rights Movement 1945-1968</i> (Rowman & Littlefield Publishers; 2nd Revised edition (14 Mar. 2006)  
	Carmen Sisson <i>Why African Americans are moving back to the South</i> , <i>Christian Science Montior</i> March 2014 https://www.csmonitor.com/USA/Society/2014/0316/Why-African-Americans-are-moving-back-to-the-South
	Michael E. Staub, 'Black Panthers, New Journalism, and the Rewriting of the Sixties', <i>Representations</i> , No. 57 (Winter, 1997), pp. 52-72 (University of California Press)  
	Quintard Taylor, 'Justice is Slow But Sure- The Civil Rights Movement in the West' in <i>The Nevada Law Journal</i> , vol 5.84 2004  
	Edward Ayers, <i>The Promise of the New South: Life After Reconstruction</i> (Oxford University Press, 2007)
	Anthony J. Badger, <i>The New Deal: The Depression Years, 1933–1940</i> (Dee, 2002)
	Anthony Badger and Brain Ward, <i>The making of Martin Luther King and the Civil Rights Movement</i> (Palgrave Macmillan, 1995)
	Jonathan Bean <i>Race and Liberty in America: The Essential Reader</i> (UP of Kentucky, 2009)
	Donald Bogle, <i>Toms, coons, Mulattoes, Mammies, and Bucks: An Interpretive History of Black American Films</i> (Bloomsbury, 2001) Recommended
	Derrik Bell, <i>Silent Covenants: Brown V. Board of Education and the Unfulfilled Hopes for Racial Reform</i> (Oxford University Press, 2005)
	Harry M Benshoff and Sean Griffin, <i>America on Film</i> (Blackwell, 2004)
	David Brown and Clive Webb <i>Race in the American South: From Slavery to Civil Rights</i> (Edinburgh UP, 2007)

Paper 1, Option 1F: In search of the American Dream: the USA, c1917–96



Type and level of challenge	
	Claybourne Carson, <i>In Struggle: SNCC and the Black Awakening of the 1960s</i> (Harvard University Press, 1995)
	Claybourne Carson et al. editors, <i>Eyes on the Prize Civil Rights Reader</i> (Penguin 1991) 🧑🏽
	Claybourne Carson, ed., <i>The Autobiography of Martin Luther King, Jr</i> (Warner Books, 1998)
	Claybourne Carson and Kris Shepard, <i>A Call to Conscience: The Landmark speeches of Dr. Martin Luther King, Jr</i> (Warner Books, 2002) 🧑🏽
	William H Chafe, Raymond Gavins and Robert Korstad (editors) <i>Remembering Jim Crow</i> (The New Press, 2014)
	William H. Chafe, <i>Civilities and Civil Rights: Greensboro, North Carolina, and the Black Struggle for Freedom</i> (OUP 1981)
	Kathleen Cleaver & George Katsiaficas, <i>Liberation, Imagination and the Black Panther Party: a New Political Science Reader</i> , (London: Routledge, 2000)
	James C. Cobb and Michael Namorato, eds, <i>The New Deal and the South</i> (University Press of Mississippi, 1984)
	Robert Cook, <i>Sweet land of liberty? : the African-American struggle for civil rights in the twentieth century</i> (Routledge, 1997) 🧑🏽
	Jane Dailey et al., eds, <i>Jumpin' Jim Crow: Southern Politics from Civil War to Civil Rights</i> , (Princeton University Press, 2000)
	Raymond D'Angelo <i>The American civil rights movement - readings and interpretations</i> (McGraw-Hill Higher Education (1 Sept. 2000)
	Manthia Diawara (editor), <i>Black American Cinema</i> (Routledge, 1993)
	John Dittmer, <i>Local People: The Struggle for Civil Rights in Mississippi</i> (University of Illinois Press, 1995)
	Mary Dudziak, <i>Cold War Civil Rights: Race and the Image of American Democracy</i> (Princeton UP, 2011)
	Michael Eric Dyson, <i>Making Malcolm: The Myth & Meaning of Malcolm X: Myth and Meaning of Malcolm X</i> (OUP 1996)
	Adam Fairclough, <i>To Redeem the Soul of American: The Southern Christian Leadership Conference and Martin Luther King, Jr.</i> (University of Georgia Press, 2001)
	Adam Fairclough, <i>Better Day Coming: Blacks and Equality 1890-2000</i> (2002) 🧑🏽
	Adam Fairclough, <i>Martin Luther King</i> (University of Georgia Press, 1995)
	Alan Farmer, <i>The American Civil War Causes, Courses and Consequences 1803–1877</i> (Access to History, Hodder, 2008).
	Eric Foner, <i>Reconstruction: America's Unfinished Revolution, 1863–1877</i> (Harper Collins, 2002; updated edition Harper and Row 2015) 🧑🏽
	Philip S Foner, <i>The Black Panthers Speak</i> , (London: Da Capo, 2003)
	James Forman, <i>The Making of Black Revolutionaries</i> (UWP 1997)
	Kevin K. Gaines, <i>Uplifting the Race: Black Leadership, Politics, and Culture in the Twentieth Century</i> (University of North Carolina Press, 1996)
	David Garrow, <i>Protest at Selma : Martin Luther King, Jr, and the Voting Rights Act of 1965</i> (Yale University Press, 1980)
	David Garrow, <i>Bearing the Cross: Martin Luther King, Jr, and the Southern Christian Leadership Conference</i> (William Morrow Paperbacks, 1988)
	David Garrow, ed., <i>The Montgomery Bus Boycott and the Women Who Made It</i> (University of Tennessee Press, 1987)
	Gary Gerstle, <i>American Crucible: Race and Nation in the Twentieth Century</i> (Princeton University Press, 2002)
	Jonathan Gill, <i>Harlem</i> (Grove Press, 2011)
	Nathan Glick, <i>An Outline of American Government</i> (US Information Agency, 1989) 🧑🏽
	Maryemma Graham and Jerry W Ward Jr (editors), <i>The Cambridge History of African American Literature</i> (Cambridge University Press, 2011).
	Richard Gray, <i>A History of American Literature</i> (Blackwell 2012) Recommended

Paper 1, Option 1F: In search of the American Dream: the USA, c1917–96

Type and level of challenge	
	Steven Hahn, <i>A Nation Under Our Feet: Black Political Struggles in the Rural South from Slavery to the Great Migration</i> (Belknap Pres, 2005)
	Simon Hall, <i>Peace and Freedom: The Civil Rights and Antiwar Movements in the 1960s</i> , (University of Pennsylvania, 2004)
	Brice Hartford, <i>The Selma voting rights struggle and March to Montgomery</i> (Westwind Writers, 2014)
	John Heilemann and Mark Halperin, <i>Game Change: Obama and the Clintons, McCain and Palin, and the Race of a Lifetime</i> (Harper Perennial, 2010)
	John Heilemann and Mark Halperin, <i>Race of a Lifetime: How Obama Won the White House</i> (Penguin, 2010)
	Lance Hill, <i>The Deacons for Defense: Armed Resistance and the Civil Rights Movement</i> , (University of North Carolina Press, 2004)
	Charles Earl Jones, <i>The Black Panther Party (Reconsidered)</i> (Black Classic Press, 1998)
	Peniel E Joseph (ed.) <i>Black Power Movement: Rethinking the Civil Rights-Black Power Era</i> , (London/NY: Routledge 2006)
	Peniel E Joseph, <i>Waiting 'Til the Midnight Hour: A Narrative History of Black Power in America</i> (HENRY HOLT & CO. 2007)
	Peniel E Joseph, <i>Dark Days, Bright Nights: From Black Power to Barack Obama</i> (Basic Civitas Books 2013)
	Jill Karson, <i>Opposing Viewpoints in World History</i> (Greenhaven Press, 2004). This includes both contemporary sources from key figures as well as essays addressing the importance of grassroots activism vs national leaders. 
	Robin D G Kelley (editor), <i>To Make Our World Anew</i> (Oxford University Press, 2005) Recommended
	David M Kennedy <i>Freedom from Fear: The American People in Deoression and War, 1929-1945</i> (OUP 1999)
	Michael Klarman, <i>From Jim Crow to Civil Rights: The Supreme Court and the Struggle for Racial Equality</i> (Oxford University Press, 2006) Highly recommended
	Daniel Kryder, <i>Divided Arsenal: Race and the American State During World War II</i> (CIP, 2001)
	Maurice S Lee, <i>Slavery, Philosophy, and American Literature, 1830–1860</i> (Cambridge University Press, 2005)
	Steven F Lawson, <i>Civil Rights Crossroads: Nation, Community, and the Black Freedom Struggle</i> (University Press of Kentucky, 2006)
	Steven F Lawson, <i>Running For Freedom: Civil Rights and Black Politics in America Since 1941</i> , (London: McGraw-Hill, 1996)
	Jama Lazerow and Yohuru Williams, eds, <i>In Search of the Black Panther Party: New Perspectives on a Revolutionary Movement</i> (Duke UP 2006)
	Leon Litwack, <i>Trouble in Mind: Black Southerners in the Age of Jim Crow</i> (Knopf, 2010)
	Leon Litwack, <i>Been in the Storm So Long: The Aftermath of Slavery</i> (Vintage, 1980)
	Matthew Lynch (editor), <i>Before Obama: A Reappraisal of Black Reconstruction Era Politicians</i> (Praeger Publishers, 2012)
	Daniel Lucks, <i>Selma to Saigon: The Civil Rights Movement and the Vietnam War</i> (University Press of Kentucky 2014)
	Manning Marable, <i>Malcolm X: A Life of Reinvention</i> (Allen Lane, 2011)
	Manning Marable, <i>Race, Reform, and Rebellion: The Second Reconstruction in Black America, 1945-2006</i> , 3 rd edition (Univ Pr of Mississippi, 2007)
	James Michael Martinez, <i>Carpetbaggers, Cavalry, and the Ku Klux Klan: Exposing the Invisible Empire During Reconstruction</i> (Rowman & Littlefield, 2007)
	Doug McAdam, <i>Freedom Summer</i> (OUP 1990)
	Gerald D. McKnight, <i>The Last Crusade: Martin Luther King, Jr, the FBI, and the Poor People's Campaign</i> (Basic Books 1998)
	August Meier, <i>A white scholar and the Black community, 1945-1965 : essays and reflections</i> (University Massachusetts Press, 2006)
	August Meier, et al., <i>Black Protest Thought in the Twentieth Century</i> (Bobbs-Merrill 1971)

Type and level of challenge	
	Angelyn Mitchell and Danille K Taylor (editors), <i>The Cambridge Companion to African American Women's Literature</i> (Cambridge University Press, 2009).
	Aldon D. Morris, <i>The Origins of the Civil Rights Movement: Black Communities Organizing for Change</i> (Macmillan, 1986)
	Mary McDonagh Murphy <i>Scout, Atticus and Boo: A Celebration of To Kill a Mockingbird</i> (Penguin 2015)
	Jeffrey Ogbar (ed.) <i>The Civil Rights Movement</i> , (Houghton Mifflin, 2002)
	Kenneth O'Reilly, <i>Racial Matters: the FBI's Secret File on Black America, 1960-72</i> , (New York: Free Press 1989)
	James Paterson, <i>Brown v. Board of Education: A Civil Rights Milestone and Its Troubled Legacy (Pivotal Moments in American History)</i> , (Oxford University Press, 2002)
	Anthony Painter, <i>Barack Obama: The Movement for Change</i> (Arcadia, 2008)
	Charles M. Payne, <i>I've Got the Light of Freedom: The Organizing Tradition and the Mississippi Freedom Struggle</i> (UCP 1995)
	Michael Perman, <i>Struggle for Mastery: Disfranchisement in the South, 1888–1908</i> (University of North Carolina Press, 2001)
	Jason Porterfield, <i>The Election of Barack Obama: Race and Politics in America</i> (Rosen, 2010)
	Howell Raines, <i>My Soul Is Rested: The Story of the Civil Rights Movement in the Deep South</i> (Penguin, 1983)
	Roger L. Ransom and Richard Sutch, <i>One Kind of Freedom: The Economic Consequences of Emancipation</i> (Cambridge University Press, 2008)
	Larry Richards, <i>African American Films Through 1959</i> (McFarland, 1998)
	William T Martin Riches, <i>The Civil Rights Movement: Struggle and Resistance</i> (Palgrave, 2010)
	Catherine Silk and John Silk, <i>Racism and Anti-racism in American Popular Culture: Portrayals of African-Americans in Fiction and Film</i> (Manchester University Press, 1990).
	Harvard Sitkoff, <i>The Struggle for Black Equality, 1954-1992</i> , (Hill and Wang, 1993) 
	Harvard Sitkoff, <i>A New Deal for Blacks: The Emergence of Civil Rights as a National Issue</i> (Oxford University Press, USA, 1981 & 2008)
	Lauren R Sklaroff, <i>Black Culture and the New Deal</i> (The University of North Carolina Press, 2014)
	Ronald Takaki, <i>Double Victory: A Multicultural History of America in World War II</i> (Back Bay Books, 2001)
	Michael Tesler and David O Sears, <i>Obama's Race: The 2008 Election and the Dream of a Post-Racial America</i> (Chicago University Press, 2010)
	Jeanne Theoharis and Komozi Woodard, <i>Freedom North: Black Freedom Struggles Outside the South, 1940–1980</i> (Palgrave Macmillan, 2003)
	Stephen G N Tuck (editor), <i>We Ain't What We Ought To Be: The Black Freedom Struggle from Emancipation to Obama</i> (Harvard University Press, 2011) 
	William L. Van Deburg, <i>New Day in Babylon: The Black Power Movement and American Culture, 1965–1975</i> (University of Chicago Press, 1993)
	Kevern Verney, <i>The Debate on Black Civil Rights in America (Issues in Historiography)</i> (MUP 2010) 
	Mary Ann Watson <i>Defining Visions: Television and the American Experience in the 20th Century</i> (Blackwell 2008)
	Robert Weisbrot <i>Freedom Bound: a History of America's Civil Rights Movement</i> (Norton, 1990)
	John White, <i>Black Leadership in America: From Booker T. Washington to Jesse Jackson</i> (Longman, 1990) 
	John White and Bruce Dierenfield, <i>A History of African-American Leadership (Studies In Modern History)</i> Routledge; 3 edition (26 April 2012)
	Isabel Wilkerson <i>The warmth of Other Suns: The Epic Story of America's Great Migration</i> (Random House, 2010)
	Al Young, <i>African American Literature: A Brief Introduction and Anthology</i> (Longman, 1997)

Paper 1, Option 1F: In search of the American Dream: the USA, c1917–96

Type and level of challenge	
Websites	<p>History Channel www.history.co.uk</p> <p>National Archives A collection of source documents that relate to protests, racial tension and the state and federal government response to calls for equal rights for black Americans in the 1950s and 1960s: www.nationalarchives.gov.uk/education/topics/civil-rights.htm Section on Martin Luther King with documents: www.nationalarchives.gov.uk/education/heroesvillains/</p>
Documentary	<p><i>The Black Power Mixtape 1967–1975</i> (2011)</p> <p><i>The Century: America's Time</i> (1999) Series 1 Episodes 1-15 (all on YouTube and Vimeo) https://www.imdb.com/title/tt0391588/?ref=tt_ep_tt https://www.youtube.com/watch?v=dssfiPirT2U Focus questions for each episode can be found at: http://teachers.henrico.k12.va.us/tucker/strusky_m/Resources/TheCentury/front.html</p> <p>BBC (1995) <i>People's Century</i> Several of the episodes concern America, including: Episode 5, <i>On the Line</i>, which looks at mass production and the Great Depression. Episode 6, <i>Great Escape</i>, which looks at Hollywood in the 1920s. Episode 7, <i>Breadline</i> deals with the Great Depression. Episodes 11, 12, 15 and 22 look at different aspects of the Cold War. Episode 16 looks at the mass media in the post war world. Episode 17 looks at the civil rights struggle. Episode 21 looks at the radicalisation of the struggle for black rights and the counterculture. Episode 22 considers women's rights. Episode 26 looks at Reaganism.</p> <p>PBS (1993) <i>The Great Depression</i></p> <p>PBS (2005) <i>DR: A Presidency Revealed</i></p> <p><i>Lincoln</i> (History Channel, 2010)</p> <p><i>Abraham Lincoln: Saint or Sinner</i> (BBC, 2011)</p> <p><i>Ku Klux Klan: A Secret History</i> (History Channel, 2010)</p> <p><i>Black Power Salute</i> (BBC, 2008)</p> <p>PBS web documentaries: www.pbs.org/black-culture/explore/civil-rights-movement/#.U7aU8k1fdD8</p> <p><i>By the People</i> (HBO, 2009)</p>
TV series	<p>PBS (1994) <i>American Experience</i></p> <p><i>Eyes on the Prize</i> (PBS, 1990)   Seasons 1 and 2.</p>
Film	<p>PBS (2006) <i>The March of the Bonus Army</i></p> <p><i>The Woman on Pier 13</i> (1950) Also known as <i>I Married a Communist</i></p> <p><i>It</i> (1927) Stars Clara Bow</p> <p><i>The Wild Party</i> (1929) Stars Clara Bow</p> <p><i>The Crowd</i> (1928)</p> <p><i>The Roaring Twenties</i> (1939)</p> <p><i>Birth of a Nation</i> (1915)</p> <p><i>Shaft</i> (1971)</p>

Type and level of challenge	
	<p>Films set in nineteenth-century America for establishing context.:</p> <p><i>Gangs of New York</i> (2002)</p> <p><i>Little Women</i> (1994)</p> <p><i>12 Years a Slave</i> (2013)</p> <p><i>Lincoln</i> (2012)</p> <p><i>Cold Mountain</i> (2003)</p> <p><i>What Happened in the Tunnel</i> (1903)</p> <p><i>Birth of a Race</i> (1915)</p> <p><i>The Homesteader</i> (1919)</p> <p><i>Body and Soul</i> (1925)</p> <p><i>The African Dodger</i> (1931)</p> <p><i>Harlem on the Prairie</i> (1937)</p> <p><i>The Blood of Jesus</i> (1941)</p> <p><i>The Negro Soldier</i> (1943)</p> <p><i>Stormy Weather</i> (1943)</p> <p><i>Song of the South</i> (1946)</p> <p><i>Imitation of Life</i> (1959)</p> <p><i>I Passed for White</i> (1960)</p> <p><i>In the Heat of the Night</i> (1967)</p> <p><i>Sweet Sweetback's Baadasssss Song</i> (1971)</p> <p><i>Shaft</i> (1971)</p> <p><i>Foxy Brown</i> (1974)</p> <p><i>Mandingo</i> (1975)</p> <p><i>Car Wash</i> (1976)</p> <p><i>Beverly Hills Cop</i> (1984)</p> <p><i>Coming to America</i> (1988)</p> <p><i>Do the Right Thing</i> (1989)</p> <p><i>Boyz n the Hood</i> (1991)</p> <p><i>White Men Can't Jump</i> (1992)</p> <p><i>American Gangster</i> (2007)</p> <p><i>Precious</i> (2009)</p> <p><i>Selma</i> (2014) 🧡</p>
Resources and books to support wider reading for section C of the paper	<p>W Elliot Brownlee and Hugh Davis Graham, <i>The Reagan Presidency: Pragmatic Conservatism and Its Legacies</i> (University Press of Kansas, 2003)</p> <p>Richard S Conley (editor), <i>Reassessing the Reagan presidency</i> (University Press of America, 2003)</p> <p>John Ehrman and Michael W Flamm, <i>Debating the Reagan Presidency</i> (Rowman & Littlefield 2009)</p> <p>John W Sloan, <i>The Reagan Effect: Economics and Presidential Leadership</i> (University Press of Kansas, 1999)</p> <p>Sean Wilentz, <i>The Age of Reagan: A History, 1974–2008</i> (Harper Collins, 2008)</p> <p>History Channel (2002)</p> <p><i>Ronald Reagan: Legacy Remembered</i></p> <p>Government resources regarding the Presidency of Ronald Reagan: www.whitehouse.gov/about/presidents/ronaldreagan</p> <p>Reagan Foundation www.reaganfoundation.org</p>

What key dates will I need to know?

USA		South Africa
	1899-1902	<i>Second Boer War</i>
	1910	<i>Union of South Africa</i>
	1914 Start of First World War	
	1915	
USA declared war on Germany	1917	
	1918 End of First World War	
Eighteenth Amendment: prohibition First tabloid newspaper the <i>Daily News</i> published	1919	
Palmer Raids: first Red Scare The 'Soviet Ark' takes 'Reds' to Russia	1920	
Nineteenth Amendment: enfranchised women		
Warren G Harding became president Emergency Quota Act Emergency Tariff Act	1921	
Fordney-McCumber Tariff Act	1922	
Warren G Harding died, Calvin Coolidge became president	1923	
Johnson-Reed Immigration Act Dawes Plan	1924	
Execution of Sacco and Vanzetti	1927	
Herbert Hoover became president Wall Street Crash	1929	
Hawley-Smoot Tariff	1930	
National Credit Corporation established	1931	
Reconstruction Finance Corporation established	1932	
Franklin D Roosevelt became president First New Deal initiated	1933	
Second New Deal initiated Revenue Act National Labor Relations Act (Wagner Act) Social Security Act	1935	
Roosevelt proposed the Judiciary Reform Bill Economic downturn: 'Roosevelt Recession' Wagner-Steagall National Housing Act	1937	
Second Agricultural Adjustment Act	1938	
Commercial television introduced at the World Fair in New York	1939 Start of Second World War	
Lend Lease programme began Executive Order 8802: Employment Practice in Defence Industries Japanese bombing of Pearl Harbor Naval Base; America entered the Second World War	1941	

USA		South Africa
Allied invasion of Europe: D-Day	1944	
Roosevelt's death, Harry S Truman became president	1945 End of Second World War	
Break-up of the Grand Alliance: beginning of the Cold War Iron Curtain speech	1946	
'Truman Doctrine' announced	1947	
Berlin Crisis Berlin Airlift Executive Order 9981 ended segregation in the army	1948	May: The National Party victory with commitment to apartheid
Truman initiated the 'Fair Deal' <i>Soviet Union tested first atomic bomb</i> <i>Mao Zedong founded the People's Republic of China</i>	1949	December: The African National Congress (ANC) agreed to introduce a 'Programme of Action'
The China Lobby accuse Truman of 'losing China' Beginning of the Korean War Joseph McCarthy allegations began second Red Scare	1950	July: Grand Apartheid laws passed including Group Areas Act, Population Registration Act, Suppression of Communism Act
	1951	March: separate voting roll for coloured voters established
Malcolm X joined the Nation of Islam	1952	June: Defiance Campaign launched by the ANC
Dwight D Eisenhower became president	1953	October: Bantu Education Act
Brown v. Board of Education 'McCarthyism' came to an end	1954	The South African Coloured People Organisation (SACPO) organised bus boycotts in Cape Town December: J Strijdom became prime minister
Brown II Lynching of Emmett Till Beginning of the Montgomery Bus Boycott	1955	Black women are forced to carry a 'pass book' at all times. Black Sash formed June: The ANC adopts the Freedom Charter
Southern Christian Leadership Conference (SCLC) created	1956	Anti-Pass Law demonstrations December: Arrest leading anti-apartheid activists accused of treason
Little Rock Campaign	1957	Immorality Act
	1958	September: H Verwoerd became prime minister
	1959	April: The Pan-Africanist Congress (PAC) formed
Greensboro' sit-ins SNCC founded Students for a Democratic Society (SDS) formed at the University of Michigan	1960	March: The Sharpeville Massacre April: The ANC and PAC banned under the Unlawful Organisations Act. A state of emergency is declared by the government
Freedom Rides John F Kennedy became president	1961	March: 'Treason Trial' verdict: not guilty. South Africa leaves Commonwealth December: Umkhonto We Sizwe (Spear of the Nation) formed

USA		South Africa
Cuban Missile Crisis	1962	August: Nelson Mandela arrested and sentenced to five years imprisonment. Whilst in prison he was re-tried in the 'Rivonia Trial'
SCLC's Birmingham campaign March on Washington Kennedy assassinated, Lyndon B Johnson became president Betty Friedan published <i>The Feminine Mystique</i>	1963	May: The 90 day detention law The Transkei granted 'self-government'
Civil Rights Act Johnson launched the Great Society programme. Free Speech Movement at the University of California President Johnson sent American troops to Vietnam	1964	June: Mandela and other leading members of the ANC found guilty and sentenced to life imprisonment on Robben Island
Malcolm X assassinated Voting Rights Act SDS organised the first mass rally against the Vietnam War	1965	June: Potential suspects could now be detained for 180 days before going to trial
Black Panthers founded National Organization for Women	1966	September: Prime Minister Verwoerd fatally stabbed in parliament and replaced by BJ Vorster
Memphis Sanitation Workers' Strike King assassinated	1968	December: SASO (South African Students' Organisation) founded with Steve Biko as one of its leading members
Stonewall Riots Richard Nixon became president The Woodstock Festival Apollo 11: Neil Armstrong first man to walk on the moon	1969	
Kate Millett published <i>Sexual Politics</i>	1970	March: All Africans became citizens of their ethnic 'homeland'
Swann v. Charlotte-Mecklenburg Board of Education	1971	March: The Bantu Homelands Constitution Act November: The United Nations called for a boycott of arms sales and sporting relations
Educational Amendments Act Nixon met Mao Zedong Equal Rights Amendment passed both houses of Congress, but failed to gain ratification by the states Gloria Steinem founded <i>Ms</i> magazine Nixon re-elected president	1972	July: The Black People's Convention set up
Roe v. Wade OPEC crisis Inflation reached 9 per cent: concern over stagflation	1973	March: Steve Biko banned by the government November: The Democratic Party set up
Watergate scandal Gerald Ford became president Indian Self Determination Act passed	1974	April: The National Party is re-elected May: The British Lions rugby team tour

USA		South Africa
End of the Vietnam War	1975	March: The government proposed consolidation of the 'bantustans' 'homelands' The Inkatha Freedom Party formed.
	1976	June: The Soweto Riots July: School teaching in Afrikaans no longer compulsory October: Transkei became the first independent homeland
	1977	February: Kwazulu became a self-governing homeland September: Steve Biko died in police custody after being arrested
Carter announced normalization of relations with People's Republic of China	1978	September: PW Botha became the new prime minister of South Africa
Three Mile Island nuclear incident	1979	
Carter imposed sanctions on the USSR following the Soviet invasion of Afghanistan US boycott of 1980 summer Olympic Games in Moscow Carter announced anti-inflation program	1980	
Ronald Reagan became president First case of AIDS identified in America	1981	May–June: A series of bombings by Umkhonto we Sizwe destroyed railway lines, police stations and shopping centres December: Ciskei became another 'independent' homeland
Unemployment reached 9 million	1982	
Reagan's 'evil empire' speech US troops invaded Grenada	1983	
Reagan launched SDI Jessie Jackson sought nomination as the Democratic presidential candidate Reagan argued for support for Contra 'freedom fighters' in Nicaragua Congress outlawed funding for the Nicaragua Contras	1984	October: Archbishop Desmond Tutu awarded the Nobel Peace Prize
	1985	July: State of emergency declared in response to growing violence; 575 people had been killed in the first 6 months of the year November: The Congress of South African Trade Unions (COSATU) formed
Reagan-Gorbachev Reykjavik summit Challenger space shuttle disaster	1986	July: Pass books no longer required for black South Africans
Iran-Contra scandal	1987	May: The National Party re-elected with the Conservative Party as the official opposition November: Govan Mbeki released from Robben Island

Jessie Jackson's second attempt to win nomination as the Democratic presidential candidate	1988	December: Nelson Mandela moved from Robben Island to Victor Verster prison in the Western Cape
George H W Bush became president Fall of the Berlin Wall	1989	July: Nelson Mandela and President PW Botha met for the first time to discuss peace talks between the ANC and National Party August: PW Botha replaced as president by FW de Klerk
Bush broke election pledge by introducing new taxes	1990	February: President FW de Klerk announced the lifting of the ban on the ANC, PAC and other anti-apartheid organisations. Nelson Mandela released from prison March: Mandela announced as deputy president of the ANC April: Senior ANC exiles including Thabo Mbeki and Joe Slovo returned to South Africa after 25 years May: The National Party and the ANC held their first talks to plan for the end of apartheid June: The state of emergency that had been in place for four years was lifted. The Population Registration Act was repealed August: The ANC announces the immediate suspension of armed resistance
US led forces in the Gulf War to drive Iraqi forces out of Kuwait	1991	
	1992	August: The Springboks (South African rugby team) played their first match since the lifting of the sport boycott
	1993	December: Nelson Mandela and FW de Klerk awarded the Nobel Peace Prize
Bill Clinton became president	1994	March: An attempted uprising by the white separatist group AWB was crushed in Bophutatswana April: South Africa held its first democratic elections in which all citizens can vote. The African National Congress won May: Nelson Mandela became the first African President of South Africa. The United Nations lifted its arms embargo

Reading Log

Date	Title of Article	Summary of reading & relevancy to the course

Glossary

[illegible]

Revision Grids – Use the Knowledge organisers on Teams to complete these [USA Units 1-5 Revision Summary Mind Map Notes.pptx](#)

Time periods likely in Qs	President	Political ideology prevalent at the time / introduced by President	Key events during presidency	Style of leadership	Strength of confidence in the presidency	Extent of change to the presidency	Strength of anti-Communism / fear of Communism	Foreign policy and war
1917-1933								
1933-1945								
1945-61								
1961-80								

Theme 2

<i>In terms of</i> [in bold , most likely factors]	Black Americans pp. 94-100, 132-137, 145, 173-177, 180	Indigenous Americans pp.138-139, 145, 178-179, 180	Hispanic Americans pp.139-145, 177-178, 180	Gay Rights pp.144-145, 179-180
Experiences of discrimination [reasons for campaigns]				
Aims				
Methods / tactics				
Disunity – militancy				
Leadership				
Successes				
Limitations / failures				
Key events to revise				

Paper 1, Option 1F: In search of the American Dream: the USA, c1917–96

<i>In terms of</i>	Black Americans pp.94-100, 132-137, 145, 173-177, 180	Indigenous Americans pp.138-139, 145, 178-179, 180	Hispanic Americans pp.139-145, 177-178, 180	Gay Rights pp.144-145, 179-180
Experiences of discrimination [reasons for campaigns]	<ul style="list-style-type: none"> - South – De Jure Segregation - North – De Facto - Disenfranchisement - Ghetto problems – 32% completed high school compared to 56% of white children; Chicago 50-70% youth unemployed - Nationwide economic and social inequality - Unemployment – 10% of pop but made 46% of USA's unemployed - 1964-8 200 race riots – arrests; 1968 Kerner report confirmed socio-economic causes. 	<ul style="list-style-type: none"> - 1800s – moved to reservations - By 1960, 700,000 lived short, poverty-stricken lives of reservations. - Poor housing and ed. Unemployment 20-80%. - Urban ghettos e.g. Minneapolis-St Paul – inferior housing, schools, low paid jobs, high crime rates. - High rates of suicide and alcoholism. Life expectancy 44 [avg 64] 	<ul style="list-style-type: none"> - 1940s Bracero programme enc migration; Operation Wetback 1954. - 80% M-A lived in urban ghettos – high unemployment, seg schools and police discrimination - MA farm worker conditions e.g. short hours, crop spray inhalation; no political clout because of poor education, unenfranchised and feared repatriation. - PR East Coast ghettos – unemployment twice national avg 	<ul style="list-style-type: none"> - Homophobia; illegal - Treated as mental illness until 1974 - BYC police entrapment e.g. Stonewall 1969, led to 5 days of riots
Aims	<ul style="list-style-type: none"> - end segregation - end police brutality - neighbourhood empowerment - cultural pride - Voting and political representation 	<ul style="list-style-type: none"> - End poverty – housing, unemployment, education - Greater self-government on reservations - Younger impatient militancy 	<ul style="list-style-type: none"> - Voter reg, end school segregation, - cultural heritage within education & bilingual - YLP like Black Panthers = neighbourhood empowerment – community control of schools, welfare, bilingual ed etc 	<ul style="list-style-type: none"> - Tolerance - Legality - Awareness
Methods / tactics	<ul style="list-style-type: none"> - Initially litigation – BVT 1954 but 3% schools integrated by 1960 - 1955-6 M Bus Boycott increased move to NVDA; carefully planned [Baton Rouge failures; C Colvin] → Browder vs Gale 1956 ruling - NVDA utilised predictable police response e.g. Eugene Bull Connor in 'Bombingham' during Birmingham Children's Crusade of 1963 [dogs and hoses]; Selma 1965 chosen bc of Clark's [police commissioner] predictably brutal response. - March on Washington 1963 - 'I have a dream' – 1/5 of 250,000 crowd were white; globally televised - Presidential awareness and pressure – JFK & Johnson - Occupations – SNCC sit ins 1960 Woolworths x 4 → 70,000 - Grassroots organisations less top-down e.g. SNCC 1961-64 Ella Baker e.g. citizenship classes - 1961 Freedom Rides [CORE] tested Browder v Gale – prompted federal response; 'intention of creating a crisis' [James Farmer]. - King's Northern Campaign – media attention on housing 	<ul style="list-style-type: none"> - National Congress of American Indians [NCAI], 1944, modelled on NAACP, emulated litigation tactic e.g. 1973 Northern Cheyenne of Montana federal court victory for mineral rights on reservation. - Inspired by NVDA: Washington 'fish-ins' by NIYC modelled on sit ins. Unsuccessful as ignored. - National awareness and publicity through occupations. E.g. 1969 Alcatraz by 14 x Indian of All Tribes [IAT]. Joined by 600. Evicted 1971. E.g. Wounded Knee occupation of 1973 by 300 x AIM = fed investigation → Remained largely litigation → Mirrored NVDA tactics – sit ins, occupations, survival schools, protest marches, publicity seeking - Trail of Broken Treaties March 1972 [compensation] 	<ul style="list-style-type: none"> - LULAC mirrored NAACP litigation. Set up 1929. M/c. Mendez v Westminster 1946 desegregated schools. Local victories. - LULAC intensified voter reg campaigns & VRA = more elected 4 x MA in US Congress 1960s = Democrat aid to Barrios - PR slower to exploit vote but by early 1970s a handful of PR in City Hall appointments; 1971 first PR elected to Congress - 1974 PR Legal Defense and Education Fund v NYC Board of Ed = Bilingual education. → LULAC lobbied federal gov. = pressure e.g. walked out of EEOC conference in 1966 in protest at absence of MA representation. Johnson responded by app MA to the EEOC. - Union activities – Cesar Chavez e.g. 1966 UFW national grape boycott 17m Americans supported = 1975 labour-friendly California leg, union contracts 	<ul style="list-style-type: none"> - 1951 LA Mattachine Society = promote tolerance. Discussed mirroring BCR movement and BP but younger generation emerged and viewed MS as insufficiently assertive. - Stonewall Riots triggered consciousness and assertiveness - Lesbian assertiveness existed within other movements e.g. Kate Millett through CORE and NOW. After 1971 NOW acknowledged lesbian rights as a feminist issue. - GLF – 'come out' and Pride.
Disunity – militancy	<ul style="list-style-type: none"> - 1966 Meredith March - Stokely Carmichael and Black Power Movement, SNCC - SNCC expelled white members in 1966, CORE in 1968. - Black Panther Party – Free breakfast clubs [2000 a week in Southern California], schools, police monitoring, self-defence, militancy [not 'violence']. 64% of BA proud of BPP in 1970. - Not Black separatist religion - founded in Detroit 1930, Elijah Muhammad; Malcolm X. 	<ul style="list-style-type: none"> - National Indian Youth Council [NIYC], 1961 considered NCAIs as 'apples' → Red Power: American Indian Movement [AIM] - AIMS 40 chapters: survival schools, ghetto housing, + imagery. Monitored police = NA in jail felt by 60% 	<ul style="list-style-type: none"> - Chicano movement e.g. Brown Berets. Militant local protests in Southwest rejected 'soft' LULAC approach. - Impatient younger generation e.g. MAYO Texas 1967. Voter reg, segregation, school walkouts, police brutality, education. E.g. Spring 1968 10,000 MA East LA 'Blowouts' [wanted bilingual and bicultural ed, MA staff and food] - 1969 LRUP political party. Gains localised e.g. Crystal City, Texas. Similarly viewed as confrontational. - New Jersey riots 1966-70 in PR Barrios. 	N/A
Leadership	<ul style="list-style-type: none"> - MLK, Rosa Parks, Stokely Carmichael, Huey Newton, Malcolm X - NAACP - SCLC - SNCC - CORE - Not 	<ul style="list-style-type: none"> - NIYA - AIM - NCAI - IAT 	<ul style="list-style-type: none"> - LULAC - UFW - Chavez – role model, national fame, inspired Chicanos. - MAYO - LRUP - MALDEF - YLP 	GLF
Successes	<ul style="list-style-type: none"> - VRA 1965 registration increased to by 1980 only 7% less than whites. No of black Southerners elected to office inc six-fold 1965-69, then doubled; by 1980 there were over 300 black officials in Mississippi [none in 1960]. - Congress 4-18, 1959-80. - CRA 1964 ended de jure segregation, helped by MoW - Gained Presidential support e.g. Johnson's GS = 25% less BA living below poverty line; affirmative action. - increasing black middle class 35-45% by 1970s - By 1974, only 8% segregated schools in the South [from 68% in 1964] 	<ul style="list-style-type: none"> - Nationwide publicity and awareness; greater federal sensitivity - Greater pride - Indian Self-Determination and Education Assistance Act 1975 - More federal government aid e.g. 1968 aid – Indian Bill of Rights within CRA = facilitated access to better health services, employment, housing etc. NA among the greatest beneficiaries of J's War on Poverty. - Some land compensation - SC recognition e.g. US v Wheeler 1978 'unique but limited' sovereignty - American Indian Religious Freedom Act 1978 - peyote drug 	<ul style="list-style-type: none"> - Chicano movement – national agenda, awareness, gov aid response. - Militancy encouraged moderate responses e.g. MALDEF in Texas 1968 gave recognition of discrimination and need for redress, aid given by Rockefeller and Ford Foundations. - political representation - elected 4 x MA in US Congress 1960s = Democrat aid to Barrios - PR slower to exploit vote but by early 1970s a handful of PR in City Hall appointments; 1971 first PR elected to Congress = Democrat Party attention - Hispanic Congressmen doubled during the 1970s from 5 to 10 	<ul style="list-style-type: none"> - Majority attitude changing slowly = more tolerance. - 1972 San Francisco empl board - 1973 NOW endorsed Gay Rights - 1974 – removed from psychological disorders list - 1977 – Harvey Milk first openly gay elected official - 1977 poll – over half of Americans favoured equal rights for GA - 1978 defeated Proposition 6, protecting education and its staff from homophobic laws - 1980 DP platform supported equality for all regardless of sexual orientation
Limitations / failures	<ul style="list-style-type: none"> - King's Northern Campaign a failure bc de facto segregation remained – little white sympathy to pay for improvement bc rising taxes, Vietnam War and Mayor Daley made sure that police did not respond like Southern counterparts Connor and Clark. - BPP shootouts with police and incarceration of leadership = division of opinion. - Ghetto poverty and riots showed poverty still an issue and whites determination to undermine legislation. - White flight from ghettos – black children twice as likely to die before age 1 and 4 x more likely to be murdered. - Northern schools still segregated - Education gap remained - Representation still disproportionate e.g. 3.7% of Georgia's officials, but 27% of population; the 20 BAs in HoR 1973-80 rep majority-black districts; in 1980 only 1% of elected officials [10% of pop] - Busing policy triggered white Northern opposition e.g. ROAR - White backlash against affirmative action e.g. Bakke ruling 1978 - By 1980 median household income still 60% that of whites; life expectancy 6 years lower. 	<ul style="list-style-type: none"> - Slower to seek CR because fewer, less organised, less urbanised, geographically isolated, culturally disunited, less contact with whites and their legal traditions - Some felt J's aid encouraged dependency culture / resented interference - Remained poorest Americans - Fish-ins unsuccessful as ignored - Tribal authority still limited - token payments for land - 1975 ISDEAA insufficient funding 	<ul style="list-style-type: none"> - Before 1960s lacked interest in CR because poorly ed, not Am citizens or hoped to return to Mexico. - Decline of UFW in 1980s because of grower opposition, mechanisation and plant illegal workers. - LRUP decline 1970s because regional jealousies, seen as too confrontational and losing Democrat sympathy. - MA rejected Chicano militancy and support for illegal immigration alienated UFW members - Remained amongst poorest Americans 	<ul style="list-style-type: none"> - Discrimination still rife by 1980 – schools, media, politicians' fear, homosexual activity remained illegal in many states. The Religious Right = Reagan.

Theme 3: The Changing Role and Status of Women

	WWI & Post War <i>(1917-29)</i>	Great Depression <i>(1929-40)</i>	WWII & Post War <i>(1940-61)</i>	The Sixties <i>(Rise of Liberalism)</i>	The Seventies <i>(Rise of conservatism)</i>
Attitudes <i>(both towards & from women)</i>					
Political Engagement and Representation					
Employment					
Legislation					
Other significant influences <i>(e.g. war, economy, etc.)</i>					

Paper 1, Option 1F: In search of the American Dream: the USA, c1917–96

Theme 3: The Changing Role and Status of Women						
Time Period	Attitudes towards immigration (reasons for change/current events)	Numbers of immigrants	Key immigrant groups (origins and destinations)	Government response/legislation	Reasons for Government legislation	Effects of legislation
1900-1929 p.70-71						
1919-41 urban life p.72-74						
WWII p.75						

Paper 1, Option 1F: In search of the American Dream: the USA, c1917–96

Time Period	Attitudes towards immigration (reasons for change/current events)	Numbers of immigrants	Key immigrant groups (origins and destinations)	Government response/legislation	Reasons for Government legislation	Effects of legislation
1950s p.75						
1960s p.76						
1970s p.76						

Theme 3: Culture

	WWI & Post War <i>(1917-29)</i>	Great Depression <i>(1929-40)</i>	WWII & Post War <i>(1940-61)</i>	The Sixties <i>(Rise of Liberalism)</i>	The Seventies <i>(Rise of conservatism)</i>
Cinema					
Music					
Radio					
TV					
Film					
Media					

Theme 4

	1917-33	1933-45	1945-61	1960s	1968-80
Economic influences	<i>Impact of boom, bust and recovery, 1917–41:</i> Boom p.36-7, 44: Bust p.38-9, 44: Recovery p.71-72:		<i>The impact of the Second World War, post-war affluence and growth, 1941–69</i> WWII p.73, 77: Affluence p.108-9, 117: Growth p.153-154, 159:		<i>The challenges of the 1970s.</i> Energy crisis p.187: Industrial decline p.188: Inflation p.189:
Changing living standards	<i>Fluctuations in the standard of living, 1917–41</i> Boom p.37-8, 44: Bust p.39-40, 44: Recovery p.71-72:		<i>The impact of the Second World War and the growth of a consumer society, 1941–60</i> WWII p.74-75, 77: Affluence p.109-111, 117, 153-154:		<i>Living standards, 1961–80, including the impact of anti-poverty policies and economic divisions.</i> JFK p.154: Johnson p.155-157, 159: Nixon, Carter, Ford p.189-192, 194:

Paper 1, Option 1F: In search of the American Dream: the USA, c1917–96

	1917-33	1933-45	1945-61	1960s	1968-80
Economic influences	<p><i>Impact of boom, bust and recovery, 1917–41:</i></p> <p>Boom p.36-7, 44: 1920s – Inflation under 1% Real wages increased by 25%</p> <p>Bust p.38-9, 44: October 1929 WSC Stock market bubble burst – credit 1929 – \$7m worth of goods bought on credit. By 1930 600 banks had collapsed Ford fired ¼ of workforce in 1932</p> <p>Recovery p.71-72: New Deal – FDR's Emergency Banking Relief Act Alphabet Agencies e.g. WPA, AAA = 13000 schools, hydroelectric power dams</p>		<p><i>The impact of the Second World War, post-war affluence and growth, 1941–69</i></p> <p>WWII p.73, 77: WWII generated new income – new industries [War] e.g. 15m rifles and 96000 more aircraft than Japan, Germany and the UK combined Wages rose by 40%</p> <p>Affluence p.108-9, 117: College educated citizens rose from 10% to 15%. Veterans offered lower interest loans GI Bill Baby boom → consumer society</p> <p>Growth p.153-154, 159: Uninterrupted growth during the 1960s Eisenhower GNP rose to 19% Under JFK and LBJ rose to 39% Poverty from 22% to 12%</p>		<p><i>The challenges of the 1970s.</i></p> <p>Energy crisis p.187: OPEC Oil crisis → price of oil increased by 387% 30% more cost to heat homes 1974 – 100,000 truckers go on strike</p> <p>Industrial decline p.188: In 1978-79 = \$40b trade deficit 1981 = Japanese business owned 23% automobile market Chrysler needed %1.5m bailout in 1980</p> <p>Inflation p.189: 1978 63% of Americans said inflation was their biggest concern; 1973-83 Cost of living rose by 8.2% each each</p>
Changing living standards	<p><i>Fluctuations in the standard of living, 1917–41</i></p> <p>Boom p.37-8, 44: Wages rose – running water, toilets 1929 – 1/3 people had washing machines, 8% had fridges But rural poverty still pervasive – only 10% had bathtubs, some worked 56 hours a week, no social welfare.</p> <p>Bust p.39-40, 44: 1932 – Hooverville's Declined standards Early 1930s – Tennessee infant mortality rate 4x higher than national average</p> <p>Recovery p.71-72: 1935- Social Security Act Unemployment decreased by 10% by 1940, but still fragile, as when FDR tried to increase budget, unemployment went up by 3.4m</p>		<p><i>The impact of the Second World War and the growth of a consumer society, 1941–60</i></p> <p>WWII p.74-75, 77: Banned pleasure driving = oil shortages Shortage of beef – butcher riots, after horsemeat suggested as alternative</p> <p>Affluence p.109-111,117, 153-154: More money = credit Appliance sales increased by 500% Minimum wages rose from 40c per hour to 75c per hour</p>	<p><i>Living standards, 1961–80, including the impact of anti-poverty policies and economic divisions.</i></p> <p>JFK p.154: Failed to get congressional support for anti-poverty legislation Security Amendment Act = elderly and disabled benefits 1961 1961 Area Redevelopment Act = 38,500 more jobs</p> <p>Johnson p.155-157, 159: Feb 1965 – 25000 families on welfare = 4m benefits for dependent children 1965 Social Security Act =- Medicare and Medicaid 54m Americans never finished school</p> <p>Nixon, Carter, Ford p.189-192, 194: 1980 – 1m homeless Ford tried to get people to cut car mileage = WIN [Whip inflation Now]</p>	