



Mark Scheme (Results)

Summer 2024

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

Paper 2: Depth study

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

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

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Generic Level Descriptors: Section A

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

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	4–7	<ul style="list-style-type: none"> • Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	8–12	<ul style="list-style-type: none"> • Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification.
4	13–16	<ul style="list-style-type: none"> • Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two sources may be uneven. • Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
5	17–20	<ul style="list-style-type: none"> • Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • Deploys knowledge of the historical context to illuminate and/ or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

Section B

Target: AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<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.

Section A: indicative content

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

Question	Indicative content
1	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate American people's responses to Prohibition during the 1920s.</p> <p>Source 1</p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none">• An ex-servicemen's magazine may be expected to promote discipline and order, so it may disapprove of lawless actions and exaggerate the extent of perceived misdemeanours within parts of society• The article attracts its male readership (ex-servicemen) to the issue of Prohibition and its social impact by looking into women's reactions• The article clearly intended to portray Prohibition as having a negative impact on women's behaviour, but also that it had the effect of making females feistier, an impact that the article seems to admire. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about American people's responses to Prohibition during the 1920s:</p> <ul style="list-style-type: none">• It implies that lawlessness among women resulting from Prohibition was nationwide in extent ('from the slums of New York to the exclusive homes of California and Washington.')• It suggests that law enforcement has had some success in dealing with female bootleggers. Of 50 000 women reported to have become engaged in bootlegging, 'More than 25,000 ... have been fined or jailed.'• It suggests that the impact of Prohibition was to persuade women to engage in what might be seen as more masculine forms of behaviour ('left their kitchens... engage in...smuggling', 'driving... over the 'booze border''). <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:</p> <ul style="list-style-type: none">• Women were not mainly engaged in activities designed to damage Prohibition. The Prohibition Amendment would not have passed without the persistence of the women involved in the temperance movements• Deadly organised crime ran rampant in cities and small towns as moonshine developed into a lucrative underground industry, providing alcohol to the flapper generation of women party-goers• Gertrude 'Cleo' Lythgoe, possibly the greatest female rum runner, used her charms for three years to import rum illegally from the Bahamas into the USA, keeping flappers flapping and fuelling late-night jazz parties.

Question	Indicative content
	<p>Source 2</p> <ol style="list-style-type: none"> The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: <ul style="list-style-type: none"> The purpose of the account may be to entertain the reader but, in doing so, there may be an intention to indicate that women are subtly and cleverly involved in bootlegging as a means of evading an injudicious law As a foreign visitor writing for an American audience, von Luckner tries to report both sides of what he thinks his audience feels, i.e. a balanced view of both positive and negative effects of Prohibition on people The tone of the comments may try to reflect what many Americans felt about Prohibition – a sense of admiration of those who are engaged in the act of bootlegging. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about American people's responses to Prohibition during the 1920s: <ul style="list-style-type: none"> It gives evidence that women were involved in ingenious ways of concealing possession of illegal moonshine ('unusual liquor flask.', 'Teddy Bears... had hollow metal stomachs.') It suggests that there was a certain nobility attached to the avoidance of Prohibition laws ('beloved, universally respected ...', 'respected because it involves danger and taking risks.') It suggests that some American people's responses were risky: health was endangered by manufactured moonshine ('fewer...people would drink if it was not illegal... poison alcohol... taken the place of fine whiskey.') It states that, as a result of Prohibition, families made choices that benefited them socially ('afford a car... family to the seaside.'). Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: <ul style="list-style-type: none"> Middle-class women who concealed alcohol were often young, fast-moving, reckless and unfazed by previous social conventions The Women's Organisation for National Prohibition Reform led the drive to end Prohibition, arguing that widespread disrespect for the rule of law led to a serious threat to American families Breweries evaded Prohibition by selling malt extract beer, derived from grain but marketed as a cooking product with clear instructions on 'how to use the extract to make bread'. <p>Sources 1 and 2</p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> Both sources agree that bootlegging was a very profitable occupation and that it made some women more confident Both sources agree that people engaged adventurously in evading the Prohibition laws. Source 1 mentions the adventurous type who do it for gain and excitement; Source 2 indicates risk-taking There is a clear contrast in law enforcers' responses, as Source 2 mentions that bootleggers were punished just occasionally, whereas Source 1 indicates many female bootleggers were brought to justice in some way.

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

Question	Indicative content
2	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the origins of the women's movement in early 1960s.</p> <p>Source 3</p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none">• The purpose of the speech by the President was to find ways to enhance the role of women within US society and to challenge the accepted norm that the only place for women with families is in the home• The announcement of an Executive Order underlined the importance Kennedy attached to women's position in society and the purpose may be to find some empathy with a nascent movement for change• Kennedy was making a speech to Congress, raising women's position in society to the level of a national political debate. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences on the origins of the women's movement in early 1960s:</p> <ul style="list-style-type: none">• It suggests that conformity to domestic roles continued to hold women back as citizens, thus encouraging a movement for change ('We have not yet done enough ... full contribution as citizens.')• It gives evidence that Kennedy gave women encouragement to seek reform by indicating that change was desirable ('recommendations for... action', 'advance the full partnership of men and women in...national life.')• Kennedy implies that the current entrenchment of values of cultural conformity challenged women's basic freedoms as humans ('Women have basic rights that should be respected... freedom, dignity and democracy.'). <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:</p> <ul style="list-style-type: none">• In the early 1960s, cultural conformity meant that many barriers continued to limit women's rights in the workplace and in suburban society as a whole• During the 1960 presidential campaign, Kennedy expressed support for women's equality. Many women, especially those in labour unions, seeing a chance to challenge conformism, originated a movement for reform• Eleanor Roosevelt's influence notwithstanding, cultural conformity remained the norm. A women's movement began to develop, disappointed by the fact that no women were included in the cabinet• Three initiatives by Kennedy – the creation of the Commission, the order prohibiting discrimination in hiring federal employees, and the Equal Pay Act – all encouraged women to seek wider reform.

Question	Indicative content
	<p>Source 4</p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none"> • As a pioneer for women's rights, Friedan was in a good position to gauge the attitudes holding back women's position in society and the need for a women's movement for reform • As the leader of an organisation seeking the advancement of women in society, the writer has a clear purpose to articulate clearly the feminist view • The purpose of the source was to show that because cultural conformity was so deeply embedded in the psyche of American women in the early 1960s there was an urgent need to stir up a movement for change. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the origins of the women's movement in early 1960s:</p> <ul style="list-style-type: none"> • It suggests that women were afraid to break free from the tight bonds of social conformity and form a movement for change ('she was afraid to ask the silent question - is this all?') • It suggests that women were brainwashed by experts into believing in the virtues of strong societal conformity ('Experts told them... how to bake bread...'), provoking some to create a movement for change • It suggests that an embryonic women's movement faced barriers as conformity was not in doubt in the minds of most young women ('All she wanted... get married, have children... a nice house...') • It gives evidence that conformity was being challenged in the early 1960s, even by experts, encouraging a nascent women's movement ('Scientists... noted that America's greatest source of unused brain-power was women.'). <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:</p> <ul style="list-style-type: none"> • Friedan argued that the cultural conformity continued to hurt women personally and professionally; for women, as well as men, identity should be cultivated through a sense of achievement, primarily through a career • Friedan recognised that barriers put up by the media and by educators would be difficult to challenge; it would be years before an image of women as appendages of their husbands and children would change • Friedan's alternative to conformity was too threatening to other mothers who had not yet come to terms with change – the new feminist drive did not appeal to women who preferred stability within family life • The romanticisation of domesticity led to a feminist wave, launching the sex-role revolution that challenged norms by getting women to understand their position in society. <p>Sources 3 and 4</p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> • Both sources agree that conformity continued to be a problem for women and for the USA in general, opening a way for the development of a women's movement • There are contrasting views about the origins of a women's movement. Source 3 focuses on practical reasons that drove reform and Source 4, while acknowledging these, emphasises deeper psychological influences • Source 3 is optimistic about change through action by the nation's leadership, supporting the need for a women's movement. Source 4 suggests experts offered no change, prompting women to seek reform.

Section B: indicative content

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

Question	Indicative content
3	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about how far opponents and critics of the New Deal were successful in changing its nature in the years 1935–38.</p> <p>Arguments and evidence that opponents and critics of the New Deal were successful in changing its nature in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Father Charles Coughlin became a fierce opponent of FDR and the New Deal, calling it 'Communist'. The popularity of his radio broadcasts may have influenced FDR to tone down new legislation in the Second New Deal• Pressure from the left, especially Huey Long and his organisation, is considered by some historians as being responsible for Roosevelt's 'turn to the left' in 1935 when he enacted the so-called Second New Deal• Francis E. Townsend's Plan helped to achieve old age pension provision in the Social Security Act in 1935 and induce amendments to the Act, significantly upgrading old-age benefits• The Supreme Court struck down landmark aspects of the New Deal for industrial and farming recovery, e.g. the NRA (1935) and the initial version of the AAA (1936). <p>Arguments and evidence that opponents and critics of the New Deal were not successful in changing its nature in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Roosevelt considered his overwhelming election victory in 1936 a referendum on himself and his policies. Republican opponents were not able to change the essential principles of the New Deal• Any change brought about by the Supreme Court in the nature of the New Deal was limited as it stopped striking down legislation, and the Second New Deal went some way to restoring AAA and NRA measures by other names• The Social Security Act was part of FDR's general policy of reform. His opponents in the Liberty League attacked it as 'the end of democracy'. However, democracy remained a feature of the New Deal, as did the Act• The New Deal coalition composed of voting blocs who backed New Deal measures, e.g. unions, Catholics and rural whites, remained intact, limiting opportunities for opponents of the New Deal to change its nature. <p>Other relevant material must be credited.</p>

Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative

	<p>content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the statement that the actions of the House Un-American Activities Committee (HUAC) in the years 1947-50 were the main reason for the increasing influence of Senator Joseph R McCarthy in the years 1950-54.</p> <p>Arguments and evidence that the actions of the House Un-American Activities Committee (HUAC) in the years 1947-50 were the main reason for the increasing influence of Senator Joseph R McCarthy in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • HUAC served initially as a platform to denounce the Democrat Fair Deal as a Communist plot. McCarthy was a Republican Senator heavily influenced by HUAC and he made personal attacks on the lives of the Democrat supporters • In 1947, HUAC held hearings to expose Communist influence that frightened labour unions into expelling Communist members and ignoring progressive causes. McCarthy exploited these right-wing views from 1950 • HUAC extended its investigations into entertainment. Uncooperative film directors and screenwriters were cited for contempt and sent to prison. Such people later became the subject of McCarthy's witch hunts, e.g. Arthur Miller • The case of Alger Hiss increased the fears of a 'Red Scare'. This sensational hearing seemed to link an Administration insider with communist subversion in American society. This was McCarthy's theme from 1950. <p>Arguments and evidence that other factors for the increasing influence of Senator Joseph R McCarthy in these years were more significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The so-called 'loss of China' to Communism outlined in the influential document NSC-68, and the Soviet A-bomb, gave McCarthy's policy of hostility to Communist influences in the State Department momentum • Specific Cold War tensions from 1950 over Korea raised concerns about the security of citizens and the loyalty of the 80,000 Communist Party members, who faced increasing surveillance in their private and public lives • A series of spy scandals, culminating in the Rosenberg case, propelled McCarthy forward to change the lives of so-called subversives in all walks of US life, but these scandals had not been investigated by HUAC • The McCarran Internal Security Act (1950), requiring organisations deemed Communist to register with the Department of Justice, encouraged McCarthy to become the intimidator of such organisations • Many Republicans encouraged McCarthy. Republican anger with 'liberal' Democrat policies gave McCarthy scope for personal attacks on the lives of the Republicans' opponents during the election campaign of 1952 • Elements of the Democratic Party lent support to McCarthy, e.g. Representative John F Kennedy was a fierce anti-Communist who helped to influence a younger caucus of House Democrats to back McCarthy. <p>Other relevant material must be credited.</p>
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Option 2H.2: The USA, 1955–92: conformity and challenge

Question	Indicative content
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5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate is the statement that the influence of television companies was the most significant feature that increased the popularity of sports in the years 1973-80.</p> <p>Arguments and evidence that the influence of television companies was the most significant feature that increased the popularity of sports in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Popular American football games before 1973 were mainly confined to university campus stadiums. Owing to growing television rights, e.g. provided by CBS, the NFL grew a national following in this period • Basketball underwent a huge growth in popularity as the National Basketball Association signed a lucrative contract with ESPN. Another contract, with USA Network, also brought new followers to the sport • Sports such as boxing, ice hockey, motor sport and golf, all attracted new audiences through being signed up by major television companies, greatly increasing the popularity of these sports • With massive exposure to millions of television viewers, sport became big business, allowing it to invest in giant stadiums that drew in family crowds. <p>Arguments and evidence that contradict the statement that the influence of television companies was the most significant feature that increased the popularity of sports in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Some of the USA's largest corporations increasingly sponsored sports during the period, e.g. Coca Cola and Hitachi. Their advertising, throughout many different media, popularised the sports they sponsored • Large colleges increasingly promoted sports in this period, e.g. Notre Dame, in Indiana, attracted huge home attendances and nationwide support • Small-town colleges built stadiums and sports centres that increased the popularity of sports in the community. The stadiums often attracted attendances larger than the number of students who attended the college • Baseball players were household names, largely the result of radio and the newspapers. In this period, baseball grew in popularity due to these media, as football replaced baseball as the most-widely covered sport. <p>Other relevant material must be credited.</p>
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Question	Indicative content
6	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative

content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.

Candidates are expected to reach a judgement about how far campaigns for traditional values were most responsible for divisions in American society in the years 1981-92.

Arguments and evidence that campaigns for traditional values were most responsible for divisions in American society in these years should be analysed and evaluated. Relevant points may include:

- The Religious Right influenced the Reagan administration, persuading him to appoint conservative justices to the Supreme Court. This raised political divisions, as liberals found their causes on gender equality blocked
- Phyllis Schlafly led a Catholic campaign against the pro-abortion decision Roe v Wade that developed through the National Right to Life Committee and amplified the split with the pro-choice liberals
- Conservative Protestants led a campaign against moves to secure the Equal Rights Amendment, ensuring continued political and social divisions as its supporters were accused of being against traditional family life
- The Religious Right's opposition to gay rights limited Reagan's reaction to the spread of AIDS, infuriating gay rights organisations. On Columbus Day 1987, 500 000 demonstrators in New York demanded better funding.

Arguments and evidence that other features were most responsible for divisions in American society in these years should be analysed and evaluated. Relevant points may include:

- Considerable divisions in American society were caused by the changing status of ethnic minorities, especially in controversies about immigration
- The impact of black American success in politics, business, sport and popular culture caused tensions among poorer whites, especially in the South
- Major social divisions during the Republican years were caused by economic changes that Democrat majorities in Congress opposed on the grounds that they widened the gap between rich and poor
- The development of third wave feminism, with its targeting of social class, as well as the impact of women in politics and the workplace, led to divisions within the feminist community itself.

Other relevant material must be credited.