



Mark Scheme (Results)

Summer 2025

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	• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	4–7	• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	8–12	• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification.
4	13–16	• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two sources may be uneven. • Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.

Level	Mark	Descriptor
5	17–20	• Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • Deploys knowledge of the historical context to illuminate and/ or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

Section B

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

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	4–7	• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	8–12	• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	13–16	• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.
5	17–20	• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: indicative content

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

Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the impact of the ruling in the case of Brown v Board of Education (1954). Source 1 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • As he is using carefully chosen words for a press conference, Talmadge is indicating the importance people should attach to his reaction to the Supreme Court ruling • The reaction of the governor of a Deep South state, where Jim Crow laws existed, to the Supreme Court ruling may not be typical of that of most state governors in the USA on issues of race • The declaration at the press conference is meant to be a marker to be laid down for Georgia, and perhaps other Southern states, to follow in the wake of the Court's verdict. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of the ruling in the case of Brown v Board of Education (1954): • It implies that the reaction to the ruling would be hostile as the Court had disrespected the Constitution of the United States ('reduced the US Constitution to a mere scrap of paper.') • It claims that the people of Georgia will not comply with the Supreme Court's judgement to integrate schools ('will not tolerate the mixing of the races in state schools') • It claims that the Supreme Court's decision will have no impact in Georgia as it is unlawful, with justices misinterpreting their own role ('political declaration', 'confuse the law with... how people interact') • It implies a defiance of the Federal Government that could, perhaps, put Georgia state law at odds with Federal law on matters of segregation ('all Georgians will live their lives in... separate ways'). 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: • State governments in the South showed a deep reluctance to implement the judgement and used their power to thwart it • Chief Justice Warren's views on 'sociology' proved to be crucial in the Court's impact in improving minority rights • Georgia was able to follow a separate path from the Brown decision partly, perhaps, because President Eisenhower feared losing white electoral support if he forced desegregation on the Deep South.

Question	Indicative content
	Source 2 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • The purpose of the account is to appeal to the fairness of white Southerners in supporting the integration of schools despite the opposition of their political leaders • As the leader of the NAACP, Wilkins may have been too optimistic in his assessment of the impact of the Court decision on Southern states • The tone of the leader of a well-established civil rights pressure group fighting for the abolition of Jim Crow understandably borders on triumphant. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of the ruling in the case of <i>Brown v Board of Education</i> (1954): • It suggests that many Southern whites are more enlightened about integration than their political leaders ('are willing to begin... desegregation' 'intimidated by extremely vocal state Governors') • It gives evidence that Southern state governors were prepared to go to extreme lengths to avoid integration of their schools ('frantic attempts of the governments... to attempt to shut down their state-funded schools.') • It claims that devices used by Southern governments to maintain segregation were nefarious and would be defeated by a fair interpretation of the Constitution ('dragged out of darkness and into the light.') • It claims that, as a result of the Court ruling, Southern governments have little choice but to integrate their schools ('unless... leaving the... union of the United States itself... There will be a new order for schools'). 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: • South Carolina's separate but equal schools – also called 'equalisation' schools – were built for black pupils in an effort to forestall integration • It was not just politicians who opposed <i>Brown</i>. White families avoided integration by withdrawing their children from their local state school system in order to enrol them into newly founded 'segregation academies' • The integration of some schools in Arkansas drew national coverage from <i>Life</i> Magazine, and bitter opposition from Citizen's Councils and segregationist politicians ensued • The Supreme Court's implementation judgement, known as <i>Brown II</i>, was handed down in 1955 and, mindful of Southern opposition to integration, advised proceeding 'with all deliberate speed', an ambiguous oxymoron. Sources 1 and 2 The following points could be made about the sources in combination: • Both sources agree that there would be non-compliance with the <i>Brown</i> decision by Southern governors • Both sources agree that the US Constitution would be rigorously tested as the Court sought to implement its judgement • There is a clear contrast, as Source 2 is confident that school integration would happen in the South, while Source 1 is even more certain that it would not.

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

Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the political impact of environmental issues during the Carter Presidency. Source 3 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • The purpose of the message by the President is to find ways for the Federal Government to deal with the problems caused to the environment by industrial pollution, backed by tough rhetoric about the situation • The President is earnestly seeking support from Congress for the implementation of environmental legislation by praising its previous record, setting out the urgency of reform and providing funding • While Carter's views on environmental damage represent the views of many, it may not reflect the views of Congressmen representing industrial cities. In a message hoping to persuade, Carter may tend to exaggerate. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences on the political impact of environmental issues during the Carter Presidency: • It suggests that Carter realised that industrial pollution is a pervasive problem that needed a managed response from national government ('grimmiest discoveries of the industrial era.', 'a coordinated federal effort') • It suggests that barriers to environmentalism are not due to a lack of legislation but to a lack of enforcement (no further... federal legislation should be necessary', 'move more decisively against the discharge') • It suggests that taking action to improve the environment is a political issue, with Carter's Democrats giving it more serious consideration ('a budget...three times greater than the previous Republican budget.'). 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: • Carter's commitment to a cleaner environment was well marked before he became President months before this message. He had worked on Georgia's conservancy programme as its Governor • As an engineer by training, it is possible Carter's inclination was to seek comprehensive and far-reaching solutions, putting welfare of people ahead of his own political ambitions by taking on industrial vested interests • Carter's bold, perhaps naïve, initiative to reform Federal water resources development policy met stiff resistance from key legislators in Congress, causing him to scale back his ambitions • Despite Carter's rhetoric, environmentalism always took a back seat to such central objectives as economic recovery, inflation and budget deficit control.

Question	Indicative content
	Source 4 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • The magazine has a campaigning mission so the article may exaggerate the problem and/or play down the governmental response to environmental damage in order to elicit a more determined reaction • The purpose of the article is to bring an environmental disaster to the notice of politicians and the general public beyond the immediate region • The tone of the source in seeking political engagement in creating a cleaner environment is to appeal to the sanctity of humanity and to future generations ('birth deformities', 'anxiety as each baby arrived.'). 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences on the political impact of environmental issues during the Carter Presidency: • It gives evidence of the apocalyptic nature of the problems facing government environment agencies ('truly remarkable toxicity', 'damage the heart and liver, and cancer-causing') • It suggests that overcoming industrial interests proved to be a stumbling block to political action on environmental issues ('feared antagonising Hooker... the company provided desperately-needed employment') • It claims there was a cover-up at the heart of government when it was faced with evidence of the scale of the environmental problem at Niagara Falls ('hide the results until they could agree on how to present them') • It claims that government sought to deny the existence of a serious problem of toxicity within the environment by lampooning alleged victims of chemical poisoning ('characterised residents as hypochondriacs.'). 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: • A growing number of complaints to the Public Health Department led to the realisation that the Love Canal area was unsafe, prompting pressure groups and journalists to investigate other sites across the United States • President Carter asked Congress for legislation establishing a \$1.6 billion fund to enable government to respond to toxic hazards across the USA • Love Canal was a major turning point that shaped the solution to problems in the environment. It is seen as the beginning of the anti-toxics movement and was a landmark event in the struggle for compensation • Despite much political opposition, by the end of his term in office, Carter had advanced the cause of environmental protection. Sources 3 and 4 The following points could be made about the sources in combination: • Both sources agree that the political impact in dealing with toxic waste was a major problem • There are contrasting views about political responses to environmental emergencies. Source 3 focuses on opening the way to government action and Source 4 emphasises the political obstructions that such action faced • While both sources agree that dealing with toxic waste was an important issue, Source 3 is much more optimistic about change through action by the nation's leadership. Source 4's writer offers little hope.

Section B: indicative content

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

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether the economic boom of the 1920s was due more to technological advances than to the availability of hire purchase. Arguments and evidence that the economic boom of the 1920s was due more to technological advances than to the availability of hire purchase should be analysed and evaluated. Relevant points may include: • Technological advances in radio and cinema aided advertising and marketing, a powerful influence on consumer choice, fuelling a keep-up-with-your-neighbour mentality that kept the economy booming • The spread of electrification (to 70 per cent of US homes) created a growing demand for power, expanded the electricity industry and stimulated the demand for home appliances, facilitating a boom in manufacture • The application of chemistry to textile production created a booming new mass market in synthetic fibres such as rayon • The 'Ford revolution' in car manufacture had a direct and indirect impact on the mass market. Car sales, component supply, road building and demand for hydrocarbons contributed to the boom • Technological investment was encouraged by the stock market boom, maintaining economic growth in most sectors. Arguments and evidence that the economic boom of the 1920s was due more to the availability of hire purchase than to technological advances should be analysed and evaluated. Relevant points may include: • Encouraged by the opportunity to buy goods on hire purchase, consumers bought a wide range of goods, from cars to refrigerators, in order to keep up with their peers, thereby stimulating economic growth by increasing demand • The extent of the use of hire purchase enabled producers to invest capital in the economy. Consumer borrowing quadrupled during the period to over \$8 billion. This encouraged further investment by companies • Over 75 per cent of cars were bought on hire purchase by 1929; this alone enabled the car industry to be the single most important force in the economy, stimulating associated businesses, e.g. rubber, glass and steel. Other relevant material must be credited.

Question	Indicative content
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4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the statement that the position of ethnic minorities improved markedly in the years 1933-45. Arguments and evidence that the position of ethnic minorities improved markedly in these years should be analysed and evaluated. Relevant points may include: • The Indian Reorganisation Act (1934) brought improvements to the position of indigenous peoples as they were able to have their own legal and law enforcement systems • Some New Deal measures improved the position of ethnic minorities, especially the PWA through its racial quotas for construction projects and the WPA through its educational and skills training • The formation of the CIO (1935) marked an improvement in the position of ethnic minorities working in unskilled jobs, who felt more empowered through union support • Ethnic minority workers achieved an improved job status and a higher standard of living through the ability to work in war industries • The opportunity to work in wartime defence industries gave migrating black Americans new work opportunities away from <i>de jure</i> discrimination that existed in the South. Arguments and evidence that contradict the statement that the position of ethnic minorities improved markedly in these years should be analysed and evaluated. Relevant points may include: • In the New Deal era, the AAA ultimately failed to make improvements to the position of many ethnic minorities, as many tenants and sharecroppers were pushed into the ranks of the unemployed • There was considerable resistance to the improvements in the position of ethnic minorities working for the CCC, e.g., with the introduction of segregated camps in 1935 • The Wagner Act excluded better working conditions for farm, non-interstate and public employees. Many disadvantaged black, Hispanic and ethnic minority women workers who dominated jobs in these areas were excluded • Executive Order 8802, designed to improve the position of ethnic minorities in wartime employment, was largely circumvented by Southern employers and politicians and many black Americans were kept in menial jobs • Although war production brought many new opportunities for ethnic minorities, their status was usually still significantly inferior to white operatives in terms of pay and conditions • Discrimination against black Americans in the armed services continued throughout the war, including segregation and lack of senior combat roles • The position of Japanese Americans worsened during the war, e.g. relocation to internment camps and loss of businesses. Other relevant material must be credited.
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Option 2H.2: The USA, 1955–92: conformity and challenge

Question	Indicative content
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5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how far John F Kennedy fulfilled his vision of a New Frontier for the USA. Arguments and evidence that John F Kennedy fulfilled his vision of a New Frontier for the USA should be analysed and evaluated. Relevant points may include: • Kennedy guided through Congress a number of legislative measures contributing to the fulfilment of his New Frontier vision, e.g. the Omnibus Housing Bill of 1961, expansion of welfare and a minimum wage increase • Kennedy established the Presidential Commission on the Status of Women in 1961, which led directly to the Equal Pay Act (1963) • Kennedy's Peace Corps programme meant he had something worthwhile to offer American youth and its successes fulfilled that vision • Kennedy fulfilled his promises on taxation with sweeping changes to the tax system that lowered both personal and business taxation. Arguments and evidence that counter the judgement that John F Kennedy fulfilled his vision of a New Frontier for the USA should be analysed and evaluated. Relevant points may include: • Kennedy promised to end racial discrimination in federally-aided housing 'by a stroke of the presidential pen' but did not succeed. The thousands of pens sent to the White House indicated the failure of his vision • Kennedy introduced a Civil Rights Bill in 1963 but it failed to pass until after his death • Opponents of social security healthcare in the House Ways and Means Committee refused time for discussion of Kennedy's plans for elderly people, so they were not fulfilled • Kennedy's attempts to help low-paid workers were thwarted to a large extent by Southern Democrats in Congress, who ensured that certain groups of workers were exempted from the minimum wage legislation • Attempts to provide adequate funding for the Area Development Act (1961) were blocked in Congress by a conservative coalition of Republicans and Southern Democrats • An important part of the New Frontier programme, to help minorities gain employment through the Committee on Equal Employment Opportunity, was stymied by racist state governments and employers. Other relevant material must be credited.
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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 the statement that, in the years 1980-92, it was the role of television that brought about the most significant changes in youth culture. Arguments and evidence that, in these years, the role of television brought about the most significant changes in youth culture should be analysed and evaluated. Relevant points may include: • The 1980s was a decade of transformation in television. Cable and satellite television became more accessible and therefore, more popular, leading to a revolution in the young consumer's choice of programming • MTV, the world's first TV video channel, completely revolutionised pop culture. An artist's appearance, visual storytelling ability, dance skills and fashion sense became more immediately important than his or her vocals • VCRs and camcorders, linked to a TV, became affordable. Youths could watch recently-released films, sports events and concerts, as well as making home movies more easily – significantly changing viewing habits • There was a new trend of TV shows based on toys and other product lines, e.g. <i>He-Man</i>, <i>Transformers</i> and <i>GI Joe</i>. These children's programmes significantly changed young children's preferences for toys and play • Cable TV had a detrimental effect on children's popular cultural experience, particularly through its emphasis on violence and sex. Arguments and evidence that contradict the statement that, in these years, the role of television brought about the most significant changes in youth culture should be analysed and evaluated. Relevant points may include: • Purchasing of home computers experienced explosive growth and gaming computers and consoles of the 1980s emerged, with (e.g.) <i>Pac Man</i> and <i>Street Fighter</i> causing a revolution in young people's entertainment • CDs, combined with the associated Sony Walkman and boomboxes, gave young people a completely new mobile pop culture experience • During the 1980s, food courts became a staple of the youth shopping mall experience and of suburban culture, where teenagers, in the era before cell phones, could congregate • New cinematic special effects reinvigorated youth turnout at the movies, as their use in (e.g.) the <i>Star Wars</i> films: <i>The Empire Strikes Back</i> and <i>Return of the Jedi</i>, set the scene for cult following of space films • The 1980s saw the high school film cementing itself in youth culture, often embedding ideas about skipping school, dating 'wrong' kinds of people, or highlighting that every young person is different, e.g. <i>The Breakfast Club</i>. Other relevant material must be credited.