



Mark Scheme (Results)

October 2020

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

Paper 2: Depth study

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

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.

Level	Mark	Descriptor
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

Level	Mark	Descriptor
		<p>of the relationships between key features of the period.</p> <ul style="list-style-type: none"><li data-bbox="384 210 1390 322">• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.<li data-bbox="384 338 1374 450">• 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.<li data-bbox="384 465 1337 535">• 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 the attitudes in the United States towards the introduction of radio in 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">• Allen is recalling events from 'Only Yesterday', a reference in the title of his book to the fact that these events are fresh in his mind and unlikely to have been recalled erroneously• Allen's style is anecdotal and 'informal'; he appears to be mainly dependent on third party information from a San Francisco newspaper or a golf club, which may impact upon the interpretation provided• The tone of the account indicates the enthusiasm and wonder the author obviously holds for this new medium. His implication that everyone shared this view may be overplayed. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the attitudes in the United States towards the introduction of radio in the 1920s:</p> <ul style="list-style-type: none">• It implies that radio was a wonderful new plaything in a sequence of innovations initially highly popular with all ('everybody was talking, not about the telephone, but about radio ...any child can construct')• It states that radio appealed to and was used by a number of fields of interest, e.g. music, religion, sport• It suggests that radio had so captivated the American psyche that it had supplanted the most important political issues of the day. <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>

Question	Indicative content
	<ul style="list-style-type: none"> • Radio had a wider reach than cinema; the 1920s brought the whole country closer together through the popularity of the airwaves, irrespective of where people lived • Radio became an important medium for the religious revival of the 1920s, led by radio pastors like Aimee Semple. The attitude of many Christians to the medium was very positive • Lovers of baseball could now follow their favourite sport live and the popularity of radio helped the 1920s to become the sport's first golden age. <p>Source 2</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • <i>The Forum</i> invited articles that were controversial, so the author of this piece was highly selective in picking out one perceived negative aspect of the medium of radio • As a writer, Woodford may feel that interest in the medium of books has been overtaken by radio, resulting in his unbalanced attitude to the benefits of the new medium • The sardonic tone indicates the disdain the author holds for radio and for those who do not share his opinion. His claim that radio destroys listeners' ability to think constructively may be overplayed. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the attitudes in the United States towards the introduction of radio in the 1920s: <ul style="list-style-type: none"> • It claims that the initial high hopes for the role of radio in broadening American life and culture have been dashed by the attitude of business as one of exploitation of the medium • It suggests that radio is just a passing fad in which people have lost interest ('no one will be listening') • It implies that listeners who have a positive attitude towards radio are cultural philistines ('Friends sit around the radio sipping gin and listening to so-called music'). 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: <ul style="list-style-type: none"> • The growth of radio led to a huge growth in advertising and to

Question	Indicative content
	<p>commercial radio offering companies opportunities to sell their goods</p> <ul style="list-style-type: none"> • As Secretary of Commerce Herbert Hoover was the first broadcast regulator; he warned of the dangers of commercial exploitation of the radio and called for the medium to be taken into public control • The attitudes of politicians towards their radio audiences were often positive. Coolidge used the medium successfully to gain election as president in 1924. <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 initially there was a positive feeling about radio not only as an astonishing innovation, but also as a medium of cultural improvement • There are contrasting views about the likely longevity of warm attitudes towards radio, with Source 1 implying a bright and wide future, and Source 2 emphasising narrow interests that are throttling the medium • There is a clear contrast as Source 1 focuses on positive attitudes towards the use of the airwaves, including from religious leaders, whereas Source 2 emphasises the exploitative attitudes of commercial interests.

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 impact of the Vietnam War in the USA.</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">• A transcript of a press conference is likely to record faithfully the words of Senator McGovern• McGovern is speaking in the wake of the secret documents having been revealed, so he is likely to distance himself publicly from any fallout and may not be recalling his meeting with Ellsberg accurately• As an elected member of Congress McGovern is keen to show his loyalty to the US Constitution, despite his stated opposition to the war. His words may not reflect his private attitude towards revealing war secrets. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences on the impact of the Vietnam War in the USA:</p> <ul style="list-style-type: none">• It reveals the severe impact of resistance to the Vietnam War ('if they can't fight... go to jail')• It implies that the impact of events in Vietnam is so alarming that a creator of US policy now wishes to reveal it to the public even if it means his going to jail ('Ellsberg said, 'I could be prosecuted''.')• It suggests that Ellsberg believes it is the duty of politicians to reveal to the public documents that confirmed hitherto hidden truths about the real impact of the Vietnam War ('somewhat indignant...I ...refused to release...')• It suggests the importance of dissent within a democracy in wartime ('You must consider whether it is worth breaking the law to leak them.'). <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">• The <i>New York Times</i> began publishing the secret documents in June 1971

Question	Indicative content
	<p>and the public attitude was largely supportive of the decision, though it widened the rift between the pro- and anti-war movements</p> <ul style="list-style-type: none"> • Vietnam divided politicians. The pro-war 'Hawks' opposed a liberal press, while the anti-war 'Doves' sometimes applauded counter-cultural efforts, as well as those of Ellsberg, to expose military excesses in the War • The Vietnam War divided the electorate. Some voters praised media attempts to showcase the Pentagon Papers, while others were identified by Nixon as a 'silent majority that regarded publication as 'anti-American'. <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 Supreme Court justice in possession of all the evidence, Hugo Black is required by his position accurately to reveal the official response of the US Constitution to the publication of the secret documents • The judgement in the case of <i>New York Times v. United States</i> is an official document, but this extract is the view of just one of nine justices, who may not all be in agreement with the decision • The tone of the source suggests that the judge's purpose is to protect the people of the United States by applying a check on presidential power. <p>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 Vietnam War in the USA:</p> <ul style="list-style-type: none"> • It provides evidence that the Vietnam War raised fundamental differences about the interpretation of the American constitution • It claims that the First Amendment gives the right to hold the government to account and this overrides all other considerations in the publication of secret documents, including government concerns about 'national security' • It suggests that Black believes that publication of secrets was justified, as the government was behaving undemocratically in its prosecution of the war ('deceiving the people in... sending them...to die in foreign wars') • It suggests that the presidency's attitude to the publication of the Papers is a means to an end, using the Court to increase its own control over the impact of the War ('restricting the ... press in ... presidential power'). <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>

Question	Indicative content
	<ul style="list-style-type: none"> • The Supreme Court was deeply split on the issue of publication of the Pentagon Papers, as reflected in the 6-3 verdict in favour of the press • The media response to the War jolted the confidence of many people in the office of President and, in return, hardened President Nixon's attitude against 'traitors' within the Administration • The media's increasingly negative reporting of the Vietnam War amidst the on-going publication of the Pentagon Papers, shifted public opinion towards the need for 'peace with honor'. <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 in the matter of revealing government secret documents the most important consideration was to uphold the US Constitution • Both sources reveal the depth of divisions in US society created by the Vietnam War • While both sources agree that it was a divisive issue for senior figures in the US political system, there is a clear contrast in emphasis: Source 3 targets the personal impact to a greater extent.

Section B: indicative content

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

Question	Indicative content
<p>3</p>	<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 far the Red Scare in the 1920s differed from the second Red Scare in the years 1945-55.</p> <p>The extent to which the two Red Scares differed should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The first Red Scare was less tied to communism alone, with hostility towards anarchists and xenophobia being strong influences. The second Red Scare was closely associated with the Cold War and with communism • The second Red Scare saw a wider and longer-lasting response from the authorities, from Senate hearings down to investigations even, for example, at workplace level • The second Red Scare had greater political implications, as it led to a greater federal response, e.g. Truman's loyalty programme

- The second Red Scare was a response to genuine infiltration, with prosecutions, e.g. Hiss and the Rosenbergs, whereas there was little substance behind the deportations of the first Red Scare.

Arguments and evidence that the Red Scare in the 1920s did not differ from the second Red Scare in the years 1945-55 should be analysed and evaluated.

Relevant points may include:

- Both Red Scares led to responses that can be typified as apparent witch hunts led by authority figures, e.g. Mitchell Palmer and Senator McCarthy
- Both Red Scares were exploited in presidential election campaigns, e.g. Palmer raids to attempt to secure the Democratic nomination in 1920 and Nixon's tactics to support Eisenhower's Republican campaign in 1952
- Both responses led to hundreds of effectively innocent people being implicated, with arrests and deportations in the first, and job losses and blacklisting in the 1950s
- Both can be argued to have produced a level of public and media hysteria that ultimately died away as the limited credibility of accusations were revealed.

Other relevant material must be credited.

Question	Indicative content
4	<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 the extent to which the Second New Deal brought fundamental reform both to the conditions in work and to the social security of the people of the United States. Arguments and evidence that the Second New Deal brought fundamental reform should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Wagner Act (1935) is regarded as a milestone for conditions in work through its provisions to widen the right to join trade unions and to return collective bargaining rights to employees • A national commission was established to improve conditions in work by setting minimum wages in the coal industry, the first such comprehensive government intervention • The Fair Labour Standards Act (1938) was a fundamental reform because it prohibited child labour • The Works Progress Administration aided the unemployed in a more fundamental, less temporary, way than the emergency agencies of the first New Deal, concentrating on women's and black workers' conditions • The Social Security Act (1935) was the first US government system for the unemployed and elderly, a major break with the past as previously only individual states had provided social security benefits and pensions. <p>Arguments and evidence that reform in one or both of these aspects was not fundamental should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Wagner Act excluded better conditions in work for farm, non-inter-state and public employees. Many black, Hispanic and women workers who worked disproportionately in these areas were excluded • Industrial unrest grew in the late 1930s as socialist CIO unionists did not believe the union reforms substantially improved conditions in work and they sought greater federal control of state social security benefits • The Social Security Act was not completely comprehensive, as it excluded the very workers who seemed to need social security benefits most, farm workers, domestic servants and the self-employed. <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
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 about whether the Iranian hostage crisis was the most fundamental factor behind the declining support for Jimmy Carter during his presidency.</p> <p>Arguments and evidence that the hostage crisis was the most fundamental factor should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The failed military attempt to rescue the hostages in April 1980 marked a crucial turning point in public opinion against Carter during his re-election campaign• Carter tried to use the issue of hostages as a vote winner by announcing that the hostages might be freed soon, so when that did not happen voters were suspicious that Carter was ineffective and support for him declined• Carter's handling of the Iranian hostage situation, especially the loss of the US helicopters in the desert, was seen as a foreign policy disaster, signalling his declining authority, with Republicans promising a revival of US power• Carter's own party was not fully behind him even in re-election year, especially following the resignation of Cyrus Vance as Secretary of State, when Carter failed to consult him over the hostage rescue mission. <p>Arguments and evidence that the hostage crisis was not the most fundamental factor, or other factors were more important should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Carter's attempts to free the hostages through an embargo on purchasing Iranian oil and freezing Iranian assets was popular, with the result that his approval ratings among the electorate shot up to more than 60 per cent• Carter lost support after Reagan won the 1980 election debate, asking 'Are you better off than you were four years ago?' Carter had been unable to do anything to improve the economic problems of stagflation and a weak dollar• Carter lost support during his presidency when a number of scandals came to light, e.g. 'Billygate', which marred his image as the moral alternative to Watergate sleaze• Carter alienated natural supporters, e.g. liberal Democrat voters, through

his perceived pious Bible Belt views and also blue-collar supporters, who resented positive discrimination in favour of black Americans

- Middle America envisaged a return to traditional values. The Religious Right courted evangelical Christians and many of this group ended their support for Carter in order to back the Republican appeal to the Moral Majority.

Other relevant material must be credited.

Question	Indicative content
6	<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 the extent to which the years 1981-92 were a time of deterioration in racial tolerance and integration.</p> <p>Arguments and evidence the years 1981-92 were a time of deterioration in racial tolerance and integration should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Racial tolerance deteriorated because traditional civil rights organisations lost support and so became less effective in mobilising black Americans to integrate with white America as society became more individualistic • Perceptions of black Americans, particularly young men, became more negative and Reagan's crime policies led to greater intolerance by law enforcers, with more blacks going to prison • Social problems grew, with an increase in HIV/AIDs, family breakdown, gang violence and drug use, creating a perception of an 'underclass' of black Americans who were not tolerated by mainstream society • A series of Supreme Court cases dramatically challenged the integration of racial minorities in employment, e.g. Patterson v. McLean Credit Union held that the Civil Rights Act is powerless to address racial harassment in work • In Lyng v. Northwest Indian Cemetery Protection, the Supreme Court ruled against a Native American challenge to the violation of their ancient homelands, adding to the intolerance of Native American culture. <p>Arguments and evidence that the years 1981-92 were not a time of deterioration in racial tolerance and integration should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The shift in social attitudes, with overt racial intolerance no longer acceptable in public places, led to the strengthening of the Fair Housing Act and the Civil Rights Restoration Act encouraged further integration • In workplaces and the domestic environment, racial integration was overwhelmingly accepted according to opinion polls. This led George H W Bush to support the 1990 Civil Rights Bill challenging job discrimination • By the mid-1980s 40% of black families had acquired middle-class status. Family members went to college and were employed in public services, skilled and professional jobs that were previously closed to them

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| | <ul style="list-style-type: none">• Reagan's 1986 Immigration Reform and Control Act paradoxically granted amnesty to nearly three million illegal immigrants, a marked increase in tolerance effectively given especially to Hispanic Americans. |
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Other relevant material must be credited.

