Mark Scheme (Results)

Summer 2024

Pearson Edexcel
In GCE History (8HI0/1F)
Advanced Subsidiary

Paper 1: Breadth study with interpretations

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

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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.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

Generic Level Descriptors: sections A and 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	**1–4**	• 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	**5–10**	• 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 question. • Mostly accurate and relevant knowledge is included, but it 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	**11–16**	• 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	**17–20**	• 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.

Section C

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

Level	Mark	Descriptor
	0	No rewardable material.
1	**1–4**	• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. • Some relevant contextual knowledge is included, with limited linkage to the extracts. • Judgement on the view is assertive, with little or no supporting evidence
2	**5–10**	• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. • Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included. • A judgement on the view is given, but with limited support and related to the extracts overall, rather than specific issues
3	**11–16**	• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences • Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. • A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.
4	**17–20**	• Demonstrates understanding of the extracts, analysing the issues of interpretation raised by comparison of them. • Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth. • Discusses evidence in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation.

Section A: indicative content

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. Candidates are expected to reach a judgement on the extent to which federal government intervention was the main reason for improvements in black American civil rights in the years 1917-55. The importance of federal government intervention in bringing improvements in black American civil rights should be analysed and evaluated. Relevant points may include: • Warren Harding urged cabinet members to appoint black Americans, spoke out over civil rights and supported the Dyer Anti-Lynching Bill • New Deal schemes saw the appointment of civil rights activists such as Mary MacLeod Bethune (to the Division of Negro Affairs), and the 'Black Cabinet' saw black Americans serve in prominent positions of power • Wartime efforts such as Executive Order 8802 promoted equal rights within the defence industries, where discrimination was banned • Truman established the Presidential Committee on Civil Rights, and desegregated the military and government work in 1948. The importance of other factors in bringing improvements in black American civil rights should be analysed and evaluated. Relevant points may include: • The Great Migration offered increased opportunities for improvements in civil rights, e.g. blacks gaining political influence in northern cities, and the growth of churches as centres for organising civil rights campaigns • The NAACP organised a significant campaign against lynching and other legal injustices, including successful Supreme Court judgements such as *Moore v. Dempsey*, and support for the Scottsboro boys • The campaign against desegregation, undertaken by CORE, the NAACP and others, resulted in decisions such as *Brown v. Board of Education* in 1954 • From 1951, The Regional Council of Negro Leadership challenged examples where 'separate but equal' was not equal, attracting crowds of 10,000 plus to meetings and inspiring future civil rights leaders. Other relevant material must be credited.

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. Candidates are expected to reach a judgement about the extent to which the influence of individual presidents was the main reason for the changing political environment in the years 1917-45 The influence of individual presidents in bringing changes to the political environment should be analysed and evaluated. Relevant points may include: • Republican presidents sought to promote a reduction in government intervention in the 1920s, e.g. Warren G Harding promised a 'return to normalcy', and Calvin Coolidge championed a laissez faire approach • Whilst Herbert Hoover espoused notions of rugged individualism, his actions led to an increase in government intervention, e.g. federal committees attempting to coordinate and finance states and local measures • Roosevelt's direct and immediate connection with the public through the 'fireside chats' and a greatly increased number of press briefings enhanced public awareness of the role of the presidency • There was an extension of the role of the presidency through the creation of federal bodies under Roosevelt's New Deal, and the presidency increasingly acted as an instigator of legislation. The influence of other factors in bringing changes to the political environment should be analysed and evaluated. Relevant points may include: • The growth of isolationism and anti-communism were stimulated by the reaction to US involvement in the First World War, and the events of the Red Scare of 1919-20 • The economic boom of the 1920s bolstered support for laissez faire policies, seen with the election success of the Republican Presidents in 1924 and 1928 • The impact of the Great Depression changed both the degree of presidential and federal activity, and political attitudes towards this intervention, with this ending the Republican period of dominance • The demands of the Second World War were significant in massively expanding the scope of the federal government. Other relevant material must be credited.

Section B: indicative content

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 the extent to which, in the years 1917-80, developments in popular culture had a positive impact on the USA. The extent to which developments in popular culture had a positive impact on the USA should be analysed and evaluated. Relevant points may include: • Popular music began to break down social barriers, e.g. the African-American influence in jazz from the 1920s, or similar influences in rock 'n' roll from the 1950s • Cinema brought affordable entertainment and mass attendances from the 1920s through to the end of the period • Developments in radio, and from the 1950s television, brought the world into the homes of ordinary Americans, increasing access to drama, news, and sports coverage • Developments in television, such as PBS from 1969, brought a greater range of programmes, e.g. educational offerings such as *Sesame Street*, or in-depth analysis stimulating political awareness. The extent to which developments in popular culture did not have a positive impact on the USA should be analysed and evaluated. Relevant points may include: • There was a reaction against perceived immoral influences within popular culture, e.g. the Hays Code of 1930, or 'moral panics' in response to rock and roll and drug culture in music in the 1960s-70s • Racial minorities were either marginalised or stereotyped in early Hollywood films, e.g. the savagery of Arabs (*The Sheik*), Asians (*Fu Manchu*) and Native Americans (*Stagecoach*) • Some Americans saw the developments as leading to the creation of a homogenised mass culture based around consumerism, e.g. 1960s counter-culture • Concerns over the negative influence of television were voiced by the Surgeon General's Scientific Advisory Committee report in 1972, which found that 'televised violence had an adverse effect'. Other relevant material must be credited.

Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which the leisure and travel opportunities available to the American people improved in the years 1917-80. The extent to which the leisure and travel opportunities available to the American people improved should be analysed and evaluated. Relevant points may include: • Developments in technology led to improvements in leisure and entertainment, e.g. the mass use of radio and cinema from the 1920s, through to television from the 1950s and even the first home computers • There was an expansion of opportunities for family leisure activities, such as theme parks and fast-food restaurants, particularly from the baby boomer era onwards • The expansion of car use and road improvements under Eisenhower contributed to improvements, e.g. the expansion of suburban living from the 1950s and the impact of personal 'door-to-door' travel • The advent of passenger airlines, from the 1920s but particularly on a mass scale from the 1950s, brought the opportunity to experience fast leisure and business travel to tens of millions by the 1970s. The extent to which the leisure and travel opportunities available to the American people did not improve should be analysed and evaluated. Relevant points may include: • The development of the car and air travel exacerbated division in the travel experiences of those who could and could not afford these, e.g. bus travel remained slow and crowded • Film remained popular from its early years in the 1920s through to 1980, albeit with a change in cinema attendances as television grew • Mass motoring was already within reach of much of middle America from the start of the period, and downsides could be seen later on, e.g. increasing pollution in cities and the fuel crises of the 1970s • Leisure activities such as cinema and spectator sports such as baseball, boxing, American football saw a degree of continuity in terms of the availability, and even some decline in figures attending. Other relevant material must be credited.

Section C: indicative content

Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates are expected to use the extracts and their own knowledge to consider the view that the Reagan presidency brought changes that 'were overwhelmingly for the good'. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion. In considering the given view, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • Increased competition in the economy led to gains in productivity and innovation • People saw improvements as both workers, in terms of pay, and as consumers, in terms of choice and the amount of goods purchased • The period saw effective government by the Republicans, controlling inflation, lowering taxes and reducing the burden that government intervention had placed on the American public. Extract 2 • Reagan's policies increased the tax burden of the poor, and reduced the help available from social programmes • Reagan's government was dogged by scandal, disasters and, economic problems such as the agricultural depression and stock market crash • Deficit spending saw the national debt more than double, along with a growing trade deficit. Candidates should use their own knowledge of the issues to address the view that the Reagan presidency brought changes that 'were overwhelmingly for the good'. Relevant points may include: • GNP expanded by 30 per cent from 1982 to 1989, with inflation falling from 10.3 per cent to 4.8 per cent over the same period, restoring public confidence in the federal government's steering of the economy • The 1986 Tax Reform Act effectively removed the working poor from federal income taxation, and the expansion of the Earned Income Tax Credit reached 19 million American families by 1996 • Deregulation and policies to promote free trade contributed to increased overseas investment, employment, efficiency and consumer choice • Reagan managed to increase public optimism and trust in the office of the presidency, and attitudes towards smaller government were essentially accepted by both the electorate and both major political parties. Candidates should use their own knowledge of the issues related to the debate to address points that counter/modify the view that the Reagan presidency brought changes that 'were overwhelmingly for the good'. Relevant points may include:

	• The Reagan administrations failed to tackle the growing budget deficit, had limited success in reducing government spending and oversaw problems in the stock market and financial sector from 1987 • Reagan's emphasis on limited government led to a weakening in the institutional capacity of government in areas such as environmental control • Reagan's attempts to reduce federal intervention cut welfare disproportionately from poorer citizens, increasing social and political division • By the mid-1980s, the number of families eligible yet unable to find social housing had grown to over 3.7 million, with federal spending on housing falling by over two-thirds during the Reagan era. Other relevant material must be credited.

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