Mark Scheme (Results)

Summer 2023

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.

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 economic factors were the main reason for changes to the position of women in America in the years 1917-60. The importance of economic factors in bringing changes to the position of women in America in the years 1917-60 should be analysed and evaluated. Relevant points may include: • Changes in the US economy in the 1920s saw an increase in women in white-collar work - 4.8 million by 1930, double pre-war levels, with 10.8 million women in total working, an increase of 2 million since 1917 • The growth of a consumer society in the 1920s was evidence of the increased purchasing power of some women, e.g. flapper fashions • Women's increased participation in the labour market continued after the Second World War to some extent, e.g. there was a doubling of employment amongst married women aged 45-54 • The prosperity of the 1950s saw the number of Americans living in the suburbs increase by 19 million bringing significant changes to the domestic lives, leisure facilities and social expectations these women experienced. The importance of other factors in bringing changes to the position of women in America in the years 1917-60 should be analysed and evaluated. Relevant points may include: • Political factors brought change, e.g. the 19th Amendment resulted in 26 million women becoming eligible to vote • The Second World War raised the status of women, which impacted on the attitudes of both men and women • Changing demographic patterns were significant, e.g. the development of suburban living brought significant changes in terms of social life and expectations of women's role • Developments in entertainment were influential, e.g. some 1920s radio programmes discussed taboo subjects such as sex, whilst characters in TV shows such as *I Love Lucy* challenged prevalent gender stereotypes. 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 whether increasing affluence was the main consequence of the Second World War in the years 1941-60. The extent to which increasing affluence was the main consequence of the Second World War in the years 1941-60 should be analysed and evaluated. Relevant points may include: • The war led to the reinvigoration of US industry as a result of wartime demand, ending the Great Depression, with GNP almost doubling to $214 billion in the years 1941-45 • Wartime agreements with labour saw improvements in health insurance, paid holidays and working conditions • The build-up in personal savings during the war - $37 billion by 1944 – contributed to the consumer boom once the economy had returned to a peacetime footing • The psychological effects of the victory in the Second World War and the emergence of the US as a Cold War power encouraged society to justify consumerism as the 'American way'. The extent to which other consequences of the Second World War were important in the years 1941-60 should be analysed and evaluated. Relevant points may include: • The war had significant consequences for black Americans, e.g. Roosevelt banned discrimination in federal employment, Truman desegregated the military, and millions moved from the South • The war led to increasing concerns over the threat of political radicalism, e.g. the increased anti-communist concerns of Democratic and Republican politicians and the investigations of HUAC • The war led to an increase in executive authority, e.g. the extension of the role of the Reconstruction Finance Corporation (RFC), the creation of the Office of War Mobilisation, and the massive expansion of federal income tax • The war had significant consequences for the 16 million Americans who served, and their families, with over 400,000 killed and over 600,000 wounded. 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 whether there was major change in the ideas influencing the political landscape in the years 1917-80. The extent to which there was major change in the ideas influencing the political landscape in the years 1917-80 should be analysed and evaluated. Relevant points may include: • Republican laissez faire beliefs in the 1920s saw sharp change from the preceding era, shrinking notions of government in terms of progressive domestic policies and turning to an isolationist foreign policy • New Deal ideas marked significant reversal in approach from the Republican 1920s, with a growing acceptance of the potential for government intervention from the 1930s • Anti-communism, particularly during the period after the Second World War, led to a climate of fear and a restriction of liberties, reversing the prevailing ideas of the 1930s • A reaction against the Second Red Scare and dissatisfaction with other aspects of political culture and policy led to the growing influence of liberal and counter-culture attitudes, bringing change to party politics and policy. The extent to which there was continuity in the ideas influencing the political landscape in the years 1917-80 should be analysed and evaluated. Relevant points may include: • The rise of New Right ideas, largely from the 1970s, saw a degree of continuity with earlier ideas in their attempt to restore traditional values such as individualism and the influence of religious morality • New Deal ideas continued to be influential from the 1930s right through to the 1970s e.g. the acceptance of government intervention in social welfare, and indeed shared some continuity with the earlier progressive era • Anti-communism, and more broadly a rejection of ideas seen as 'un-American', were evident from the end of the First World War through to 1980 • Isolationism can be identified at points across the period, e.g. from the opposition to intervention in the First World War through to the reaction against intervention during the Vietnam War. 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 black Americans experienced an improvement in their lives in the years 1955-80. The extent to which black Americans did experience an improvement in their lives in the years 1955-80 should be analysed and evaluated. Relevant points may include: • Black Americans saw gains with the desegregation of public transport and schools from the 1950s • The civil rights legislation of the 1960s brough significant changes, e.g. discrimination was banned in the workplace, and federal enforcement was enacted to prevent black Americans being denied the right to vote • Johnson's programmes such as Head Start, the Child Nutrition Act and the Fair Housing Act (1968) reduced discrimination and improved conditions • By the 1970s, a black American upper and middle class had developed, and black Americans accessed the higher levels of professions such as law and political office • Black Americans had increasing cultural influence within the USA, e.g. featuring more on television and the cinema, literature and popular culture. The extent to which black Americans did not experience an improvement in their lives in the years 1955-80 should be analysed and evaluated. Relevant points may include: • The impact of legislation was limited insofar as it meant many Americans thought it civil rights and equality had been achieved, and thus neglected efforts to make substantive improvements • The majority of black Americans continued to be amongst the poorer ranks of society, and many of these experienced the socio-economic problems associated with the inner-city decline that the USA experienced • In the late 1960s LBJ's Advisory Commission reported on continued problems in urban areas – where 70% of black Americans lived - such as black unemployment, poor housing and education. 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 in the years 1981-96, the USA was better off as a result of the Reagan presidency. 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 • Reagan cut taxes by 25% • Defence spending created jobs and helped fuel a wider economic recovery, which lasted into the 1990s • Fears that budget deficits were a problem for the US economy (which would prove costly in terms of servicing) were not warranted • The reduction in federal government intervention encouraged more local innovation to solve problems. Extract 2 • Reagan's overall programme was inherently contradictory, e.g. balancing budgets whilst cutting taxes and increasing spending • The administration's policies led to an increase in imports and a fall in exports, at the cost of US businesses and jobs • Increases in prosperity benefitted those who were already rich • There was a lack of investment in infrastructure. Candidates should use their own knowledge of the issues to address the USA was better off as a result of the Reagan presidency. 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 • Reagan's bipartisan cooperation with House Democrats avoided gridlock and led to the passage of significant legislation such as reform of Social Security and the Tax Code, a legacy that was followed under Clinton • The Reagan administration's successful ability to present policy setbacks or late changes in direction as victories, contributed to public optimism and trust in the federal government • The 1986 Tax Reform Act effectively removed the working poor from federal income taxation, and the expansion of the Earned Income Tax Credit reached 19 million low- and middle-income American families by 1996.

	Candidates should use their own knowledge of the issues related to the debate to address points that counter/modify that the USA was better off as a result of the Reagan presidency. Relevant points may include: • The Reagan administrations failed to tackle the budget deficit, had limited success in reducing government spending and faced problems in the stock market and financial sector from 1987 • Reagan's attempts to reduce federal intervention cut welfare disproportionately from poorer citizens, increasing social and political division • Attempts to shift from welfare to workfare left many on incomes below benefit levels, and were additionally hampered by issues such as inadequate childcare provision • By the mid-1980s, the number of families eligible yet unable to find social housing had grown to over 3.7 million, with federal spending on housing falling by over two-thirds during the Reagan era. Other relevant material must be credited.

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