



Mark Scheme (Results)

Summer 2025

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 an improvement in the cultural experience of Americans was the main consequence of television in the years c1950-80. The extent to which an improvement in the cultural experience of Americans was the main consequence of television in the years c1950-80 should be analysed and evaluated. Relevant points may include: • The rapid expansion of television brought a range of popular culture and entertainment programmes to a diverse assortment of Americans, e.g. drama, light entertainment, sport, and news • Television helped bring new cultural experiences to the masses, e.g. elements of high culture, such as opera and classical, in the <i>Ed Sullivan Show</i>, or nature documentaries such as Jacques Cousteau's <i>The Silent World</i> • Television improved the cultural experience by providing reassurance to many ordinary Americans of their cultural identity, e.g. with sit-coms based upon regular American families, such as <i>I Love Lucy</i> and <i>The Honeymooners</i> • Developments in public television, such as state networks from the 1950s and PBS (1969), brought a range of educational and cultural programmes, e.g. children's offerings such as <i>Sesame Street</i>, or in-depth news analysis. The extent to which other consequences of television were more important in the years c1950-80 should be analysed and evaluated. Relevant points may include: • The growth of television had significant consequences for US politics, e.g. the Army / McCarthy hearings, the Nixon/Kennedy debate, or how coverage of events at Birmingham in 1963 shaped the progress of civil rights • Television had a homogenising effect on culture, e.g. the development of national networks created a national culture through universal programmes and advertising • Television had an impact on consumer spending and tastes, e.g. the growth of the televised advertising market - worth \$10b a year in the mid-1950s - helped sell goods, in particular advertising aimed at children and youth • Television had a varied impact on other media, e.g. cinema ticket sales faced competition, which in turn drove innovations such as movies filmed in CinemaScope, e.g. <i>Seven Brides for Seven Brothers</i> (1954). 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 on the extent to which the growing affluence of ordinary Americans was the main reason for changes in their leisure activities in the years 1945–80. The extent to which the growing affluence of ordinary Americans was the main reason for changes in their leisure activities in the years 1945–80 should be analysed and evaluated. Relevant points may include: • By the end of the 1960s, the USA's growing affluence meant an expanding consumer society that was able to support a more diverse range of leisure activities • Real wages rose throughout the period, significantly so in the earlier years (e.g. 10 per cent throughout the 1950s), extending disposable income for leisure purchases for a greater share of the population than ever before • From the 1950s, teenage consumption – primarily focused on leisure activities – became a significant feature of American life (e.g. an estimated \$10 billion spend in 1959) • By 1960, nine out of ten US homes had television sets, and 38 per cent were able to afford owning colour sets by 1970. The extent to which other reasons brought about changes in the leisure activities of ordinary Americans in the years 1945–80 should be analysed and evaluated. Relevant points may include: • Reductions in the average working week and the increase in labour saving devices gave more time for leisure activities • Changes in technology impacted on the way Americans consumed leisure, e.g. the rise of televised sports saw drops in live sporting attendances, or how cinema attendances fell by a half in the period 1960–80 • The growth of the suburbs changed the way Americans undertook leisure activities, e.g. the growth of malls, bowling alleys and sporting activities such as golf courses all developed alongside suburban development • The development of the car-owning culture led to the growth of drive-in movies and fast-food chains. 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 on the extent to which it was federal intervention that brought the most significant improvement to the civil rights of black Americans in the years 1933-68. The extent to which federal intervention brought improvement to the civil rights of black Americans, in the years 1933-68, should be analysed and evaluated. Relevant points may include: • Wartime efforts such as Executive Order 8802 banned discrimination in defence industries • Truman established the Presidential Committee on Civil Rights, and desegregated the military and government employment in 1948 • Eisenhower sent federal troops to guard children attending school at Little Rock in order to enforce the Supreme Court's decision in <i>Brown v Board of Education</i> 1954 • President Kennedy and Johnson provided support for the civil rights legislation such as the Civil Rights Act 1964, and both contributed to Thurgood Marshall's promotion to the Supreme Court in 1967. The extent to which federal intervention did not bring improvement/other factors brought more significant improvements to the civil rights of black Americans in the years 1933-68 should be analysed and evaluated. Relevant points may include: • Federal intervention was in most respects limited, and did not tackle issues in Southern states; New Deal schemes did not specifically target the civil rights of black Americans and some perpetuated segregation, e.g. the CCC • Migration and the needs of war production in the Second World War increased black and white Americans living and working alongside each other • Groups such as the NAACP and CORE saw increased membership, successful legal challenges and effective protests • Civil rights leaders such as Martin Luther King organised campaigns, inspired and trained activists and won media support, which put pressure on the government to act. 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 there was continuity in the ideas shaping the American political landscape in the years 1917-80. The extent to which there was continuity in the ideas shaping the American political landscape should be analysed and evaluated. Relevant points may include: • The rise of New Right ideas, largely from the 1970s, saw a degree of continuity in their attempt to restore traditional values such as individualism • Religious morality had a continued influence within the US political landscape • New Deal ideas continued to be influential from the 1930s right through to the 1970s e.g. the acceptance of government intervention in areas such as housing, social security and employment • Anti-communism, and more broadly a rejection of ideas seen as 'un-American', were evident from the end of WWI through to 1980. The extent to which the ideas shaping the American political landscape underwent change 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 WWII, led to a climate of fear and a restriction of liberties, reversing the prevailing ideas of the 1930s • A reaction against the 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. 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 revitalised America in the years 1981-96. 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 • The impact Reagan had in shaping subsequent political, economic and cultural discourse, including establishing Reaganite capitalism across the globe • Reagan oversaw an economic boom in the 1980s, and the subsequent growth in the 1990s, and the Democrats' embraced many aspects of Reagan's approach • The restoration of America's 'self-confidence' and 'optimism'. Extract 2 • Reagan's economic policies had led to national debt and increased taxation, and did not bring down unemployment, whilst federal government spending rose to its highest ever level in comparison against output • Lack of business regulation led to financial scandals which cost the US taxpayer dearly added to the taxpayer burden, whilst the administration itself was mired in scandal • The gap in standards of living between rich and poor had increased. Candidates should relate their own knowledge to the material in the extracts to support the view that the Reagan presidency revitalised America in the years 1981-96. Relevant points may include: • Reagan's tax policies encouraged business growth, and the longest run of economic expansion in American history began • GNP expanded by 30 per cent in the years 1982-89, 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 personal approval rating reached 59 per cent by 1984, and he had the third highest average approval rating for a second term (55.3 per cent) of all presidents since regular ratings began with Truman • 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.

	Candidates should relate their own knowledge to the material in the extracts to counter and/or modify the view that the Reagan presidency revitalised America in the years 1981-96. Relevant points may include: • Revitalisation was limited with regards to the failure to tackle the budget deficit, the limited success in reducing government spending and 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 • Whilst accepting part of Reagan's agenda, Bill Clinton's 'New Democrats' were successful in offering support to areas not revitalised. Other relevant material must be credited.
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