



Pearson

Mark scheme

Summer 2018

Pearson Edexcel
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: A01: 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	<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	5–10	<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 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	<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	17–20	<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.

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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<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 successful example set by black American civil rights campaigners was the main reason for the success of minority rights campaigners in the years 1960–80.</p> <p>The importance of the successful example set by black American civil rights campaigners in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The concept of minority rights, as well as tactics such as non-violent protest and marches, were influential, e.g. the Annual Reminders of July 4 (from 1965) organised by homophile organisations • The non-violent protests organised by Cesar Chavez and the National Farm Workers Association were inspired by civil rights campaigns • Groups such as the American Indian Movement and the Brown Berets were organised in a manner similar to the likes of the Black Panthers, appealing to a young and urban base and following militant tactics • There was significant collaboration between the Chicano Movement and black activists, such as the actions of the Black Students Union in opening up Washington University to Mexican-Americans and other minorities. <p>The importance of other factors in the success of minority rights campaigners in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The impact of the federal government, such as bills proposed by Nixon for Indian autonomy, or amendments to the Voting Rights Act (1975) mandating the use of Spanish and other languages in election materials • The response of sections of the American public to the unequal treatment experienced by minority groups, e.g. the support shown for gay rights after the Stonewall Inn raid in 1969 • The general influence of liberal and counter-culture attitudes, as well as the support given by key public figures such as Bobby Kennedy • The growing media presence helped to mobilise public opinion, e.g. coverage of the Chicano student walkouts of 1968, or the reporting (and death) of Ruben Salazar. <p>Other relevant material must be credited.</p>

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.</p> <p>Candidates are expected to reach a judgement over the extent to which the main consequence of government immigration policy in the years 1941–80 was a reduction in discrimination on the basis of national origin.</p> <p>The extent to which a reduction in discrimination on the basis of national origin was the main consequence of government immigration policy in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Hart-Celler Act of 1965 – introducing a preference system based on skills and family ties – reduced the focus on national origins, whilst still retaining an overall numerical limit • The late 1960s and 1970s saw an increased proportion of immigration from Latin America and Asia – areas previously discriminated against under the preceding quota system, e.g. with a quadrupling of immigration from Asia in the five years after the 1965 Act • Exemptions to the 1965 Act meant that caps on immigration from individual countries were not strictly adhered to. <p>The importance of other consequences of government immigration policy in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Government policies resulted in an increase in overall immigrant numbers, e.g. the Bracero programme saw an average of 200,000 migrant labourers enter the USA each year from 1948 to 1964 • The exemptions given to family members in the 1965 Act increased total numbers to 3.2 million in the 1960s and 4.2 million in the 1970s • Immigration laws not applying to immigrants from the western hemisphere contributed to the growth of 'illegals', with c7 million unregistered immigrants being present by the mid-1970s • The preference system led to an increase in highly skilled immigration, e.g. in medical care and engineering • The 1976 Western Hemisphere Act did set a cap of 20,000 arrivals from nations in Central and South America, thus slowing, to some extent, immigration numbers. <p>Other relevant material must be credited.</p>

Section B: Indicative content

Question	Indicative content
3	<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 the extent to which the ideas influencing the American political landscape changed in the years 1917–80.</p> <p>The extent to which the ideas influencing the American political landscape underwent change should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • 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 a 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 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. <p>The extent to which the ideas influencing the American political landscape stayed the same should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • 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 and the influence of religious morality 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, 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. <p>Other relevant material must be credited.</p>

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 on the extent to which the standard of living of the American people changed during the years 1917–80.</p> <p>The extent to which the standard of living of the American people underwent change should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• There was an overall growth in terms of home ownership, ownership of consumer goods and other markers of prosperity, albeit with periods within this bucking this trend• The Great Depression marked a significant decrease in living standards for many Americans• The expansion of mass car ownership, travel and an expansion across a range of leisure activities• Other markers demonstrate an increase in the standard of living, such as life expectancy, rates of access to healthcare and higher levels of education. <p>The extent to which the standard of living of the American people saw continuity should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Significant divisions between white and non-white Americans continued in terms of income and home ownership• Whilst life expectancy and healthcare improved generally, the gap in such measures between white and non-white Americans remained• Average earnings for women continued to be below that of men• The gap between rich and poor continued to be an issue. <p>Other relevant material must be credited.</p>

Section C: Indicative content

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. Other relevant material not suggested below must also be credited.</p> <p>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.</p> <p>In considering the given view, the points made by the authors should be analysed and evaluated. Relevant points may include:</p> <p>Extract 1</p> <ul style="list-style-type: none"> • How Reagan redefined the political agenda, restoring conservatism and individualism to the ascendancy • The impact of Reagan's optimism over America's potential in an era of limited government and free enterprise • The economic recovery, with sustained prosperity and 'bringing inflation under control' • Reagan's impact on America's position in world affairs, providing successful leadership in ending the Cold War. <p>Extract 2</p> <ul style="list-style-type: none"> • The economic growth that followed after Reagan's time in office was despite, not because of, his policies • Reagan's emphasis on limited government led to a weakening in the institutional capacity of government • The impact of 'money politics' in focusing government away from the needs of 'ordinary citizens'. <p>Candidates should use their own knowledge of the issues to address ways in which the Reagan presidency revitalised America in the years 1981–96. Relevant points may include:</p> <ul style="list-style-type: none"> • GNP expanded by 30% from 1982 to 1989, with inflation falling from 10.3% to 4.8% over the same period • Reagan's personal approval rating reached 59% by 1984, and had reached 65% by 1986 • Reagan's bipartisan cooperation with House Democrats avoided gridlock and led to the passage of significant legislation, such as Social Security Reform (1983), a legacy that was followed under the Clinton presidency • The Reagan administration's successful ability to present even policy setbacks or late changes in direction as victories contributed to public optimism and trust in the office. <p>Candidates should use their own knowledge of the issues related to the debate to counter the view that the Reagan presidency revitalised America in the years 1981–96. Relevant points may include:</p> <ul style="list-style-type: none"> • Economic revitalisation was limited with regards to the failure to tackle the

	<p>budget deficit, the limited success in reducing government spending and problems in the stock market and financial sector from 1987</p> <ul style="list-style-type: none">• The Iran-Contra affair dented Reagan's popularity and leadership, with his approval rating falling from 67% to 46%• Reagan's attempts to improve the lives of Americans through freeing them from federal intervention cut welfare disproportionately from poorer citizens. <p>Other relevant material must be credited.</p>
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