



## Mark Scheme (Results)

Summer 2019

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

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2019

Publications Code 8H10\_1F\_1906\_MS

All the material in this publication is copyright

© Pearson Education Ltd 2019

## 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"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
2	5–10	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
3	11–16	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
4	17–20	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• 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.</li> <li>• 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.</li> </ul>

## 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"> <li>• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the extracts.</li> <li>• Judgement on the view is assertive, with little or no supporting evidence.</li> </ul>
2	5–10	<ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate.</li> <li>• 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.</li> <li>• A judgement on the view is given, but with limited support and related to the extracts overall, rather than specific issues.</li> </ul>
3	11–16	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences.</li> <li>• Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts.</li> <li>• A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.</li> </ul>
4	17–20	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts, analysing the issues of interpretation raised by comparison of them.</li> <li>• 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.</li> <li>• 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.</li> </ul>

## Section A: indicative content

Question	Indicative content
1	<p>Answers will be <b>credited according to candidates' deployment of material</b> 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 women's liberation movement was the main reason for the changing position of women in the years 1945-80.</p> <p>The importance of the women's liberation movement in changing the position of women in the years 1945-80 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The National Organization for Women (NOW), established in 1966, grew from c1,000 members in 1967 to c100,000 members by 1979, adding weight to its campaigns</li> <li>• By the late 1960s, NOW and other organisations were involved in lawsuits against organisations who were in non-compliance with equal opportunity employment requirements</li> <li>• In the late 1960s and 1970s, groups such as NOW, FEW, WEAL and NWPC campaigned to secure rights on a range of economic and educational issues, as well as rights relating to pregnancy and abortion</li> <li>• These groups contributed to the Equal Rights Act being passed by congress in 1972, and later focused on lobbying states to ratify the ERA</li> <li>• The movement contributed to achievements including <b>Joan Little's landmark case (1975), Johnson's Executive Order 11375 (1967) banning gender discrimination in federal employment, and Supreme Court cases such as Roe v Wade (1973).</b></li> </ul> <p>The <b>limitations of the women's liberation movement</b> and/or the importance of other factors in changing the position of women in the years 1945-80 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The liberation movement struggled to broaden its appeal beyond the middle class, and was unable to achieve ratification of ERA</li> <li>• Whilst many women lost their wartime work soon after 1945, participation rebounded to some extent by 1950, with rates of c1/3 overall, and a doubling of employment amongst married women aged 45-54</li> <li>• The Second World War had had an impact on attitudes - amongst both men and women -towards the educational opportunities for and employment of women</li> <li>• Rising prosperity, and associated developments such as suburban living, entertainment and an increase in labour-saving devices, brought significant changes, if not necessarily all positive.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
2	<p><b>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.</b></p> <p>Candidates are expected to reach a judgement over the extent to which involvement in the Vietnam War was the main reason for a decline in confidence in the presidency in the years 1968-80.</p> <p>The extent to which involvement in the Vietnam War was the main reason for a decline in confidence in the presidency in the years 1968-80 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The high cost of the war created budget concerns, contributed to inflation and undermined Great Society measures, leading to a loss of political and public support</li> <li>• Presidential responsibility for foreign policy meant successive presidents were directly blamed for unpopular issues such as the draft, or treatment of veterans</li> <li>• <b>Events such as the My Lai massacre or difficulties in the 'planned withdrawal' led to criticism of individual presidents</b></li> <li>• That this was the first war the USA had lost, in an age of media scrutiny, led to questioning of the presidency and its role in future wars, seen with the <b>emergence of the term 'Vietnam Syndrome'</b>.</li> </ul> <p>The importance of other factors that brought about a decline in confidence in the presidency in the years 1968-80 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The expansion and changing nature of media coverage had an impact, with many in the media increasingly seeing their role as a critic and investigator of presidential behaviour</li> <li>• The actions of, and events particular to, individual presidents played a role, <b>e.g. Nixon and Watergate, Ford's pardoning of Nixon, and Carter's limited political ability</b></li> <li>• The growth of White House staff and increasing cost of presidential campaigns, particularly where donations were linked to big business, created a perception of an erosion of democratic principles</li> <li>• A range of social challenges, such as counter protests, inner city problems, reactions from Middle America and continued civil rights issues were blamed to some degree on the occupant of the White House.</li> </ul> <p>Other relevant material must be credited.</p>

## Section B: indicative content

Question	Indicative content
3	<p><b>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.</b></p> <p>Candidates are expected to reach a judgement on the significance the civil rights movement had on the lives of black Americans in the years 1917-55.</p> <p>The significance the civil rights movement had on the lives of black Americans in the years 1917-55 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The NAACP organised a significant campaign against lynching and other legal injustices in the inter-war years, including successful Supreme Court judgements such as <i>Moore v. Dempsey</i>, and support for the Scottsboro boys</li> <li>• The campaign against desegregation, undertaken by CORE, the NAACP and others, resulted in decisions such as <i>Brown v. Board of Education</i> in 1954</li> <li>• Leaders such as A. Philip Randolph made gains for his own members (e.g. against company unions), improved the standing of black unions within the AFL, and pressured FDR into issuing Executive Order 8802 in 1941</li> <li>• From 1951, The Regional Council of Negro Leadership challenged examples <b>where 'separate but equal' was not equal, attracting crowds of 10,000 plus</b> to meetings and inspiring future civil rights leaders.</li> </ul> <p>The extent to which the significance the civil rights movement had on the lives of black Americans in the years 1917-55 was limited and/or the significance of other factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Little was achieved by the way of federal intervention, with no real challenge to the political strength of the southern bloc who opposed black American progress</li> <li>• The great migration brought greater material progress to the lives of the over 1 million black Americans who had moved, largely to northern cities</li> <li>• Whilst <b>the New Deal did not live up to its supposedly 'color blind' ideals</b>, schemes relating to federal housing, National Youth Administration, the CCC, WPA and PWA all brought some gains for black Americans</li> <li>• As well as an increase in the number of black Americans employed in the war industries, the Second World War led to some gains in acceptance, e.g. through being trained as skilled workers.</li> </ul> <p>Other relevant material must be credited.</p>



Question	Indicative content
4	<p><b>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.</b></p> <p>Candidates are expected to reach a judgement on the extent to which the American experience of travel changed in the years 1917-80.</p> <p>The extent to which the American experience of travel changed in the years 1917-80 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The growth in the number of cars on the road, from approximately 4.7 million in 1917 to 121.6 million on 1980, and the highway building programme from the 1950s meant the experience was wider and busier</li> <li>• The expansion of the car-owning culture contributed to changes in numerous respects, e.g. the expansion of suburban living from the 1950s <b>and the impact of personal 'door-to-door' travel for work or leisure</b></li> <li>• The advent of passenger airlines, from the 1920s but particularly on a mass scale after the Second World War, brought fast leisure and business travel to tens, and indeed hundreds of millions by the 1970s</li> <li>• 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. set against the slow and crowded experience of bus travel.</li> </ul> <p>The extent to which the American experience of travel saw continuity in the years 1917-80 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Mass production of cars placed motoring within reach of much of middle America from the start of the period onwards</li> <li>• The potential accessibility of rail travel across the USA remained relatively steady, with a total number of network miles of c250,000 to c200,000 across the period</li> <li>• Passenger rail travel on intercity lines (e.g. such as Amtrak) have continued to be small scale compared to freight use, being perceived as prohibitively slow and expensive</li> <li>• Socio-economic divisions continued to exist, e.g. use of bus services versus car</li> <li>• Intercity (long distance) bus services such as Greyhound were in operation throughout the period.</li> </ul> <p>Other relevant material must be credited.</p>

## Section C: indicative content

Question	Indicative content
5	<p>Answers will be credited according to <b>candidates' deployment of material in</b> 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 had a negative impact on the USA. Reference to the works of named historians is not expected, but candidates may <b>consider historians' viewpoints in framing their argument. Candidates should use</b> their discussion of various views to reach a reasoned conclusion.</p> <p>In considering the extracts, 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"> <li>• The escalation of inequality and increased racial division</li> <li>• A near tripling of the national debt</li> <li>• Problems of financial mismanagement and fraud in industries</li> <li>• The necessity of a federal bailout to cover \$153 billion losses resulting from the savings-and-loans collapse.</li> </ul> <p>Extract 2</p> <ul style="list-style-type: none"> <li>• Turning the USA from a decade of stagnation during the 1970s to a period of significant economic growth</li> <li>• The success of the free-market system was aped as a model of reform for nations around the world</li> <li>• <b>The recovery of the nation's confidence and optimism</b></li> <li>• The negligible impact of federal deficits.</li> </ul> <p>Candidates should relate their own knowledge to the material in the extracts to support the view that the Reagan presidency had a negative impact on the USA. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• <b>Reagan's policies created a huge national debt of over \$2.6 trillion, much of which was from spending on defence</b></li> <li>• 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</li> <li>• 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</li> <li>• Economic 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.</li> </ul> <p>Candidates should relate their own knowledge to the material in the extracts to counter and/or modify the view that the Reagan presidency had a negative impact on the USA. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Federal deregulation and tax policies encouraged business growth</li> <li>• The longest run of economic expansion in American history began in 1983</li> </ul>

	<p>and lasted until well into the 1990s</p> <ul style="list-style-type: none"><li>• Inflation, interest rates and unemployment fell, a trend that continued after Reagan, being at their lowest for 20 years in 1996 (under Clinton)</li><li>• Increased optimism led to a growth in consumer confidence and a credit boom</li><li>• 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.</li></ul> <p>Other relevant material must be credited.</p>
--	---