



# Mark Scheme (Results)

## Summer 2022

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	<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.
<b>1</b>	<b>1-4</b>	<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>
<b>2</b>	<b>5-10</b>	<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>
<b>3</b>	<b>11-16</b>	<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>
<b>4</b>	<b>17-20</b>	<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 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 government action was the main reason for increasing affluence in the USA in the years 1941-69.</p> <p>The importance of government action in increasing affluence in the USA in the years 1941-69 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Federal employment ended the Depression, with 12 million serving in the military during the Second World War, and millions more being directly and indirectly employed producing munitions and other materiel</li> <li>• Government action to mitigate against a downturn when the wartime command economy was dismantled contributed to affluence, e.g. the 'G.I. Bill' of 1944, and the Employment Act of 1946</li> <li>• Eisenhower's pragmatic brand of Republicanism showed a willingness to embrace government as a means to avoid a downturn, e.g. with public works such as the St Lawrence Seaway and the Federal Aid Highway Act</li> <li>• JFK's New Frontier and LBJ's Great Society programmes sought to broaden affluence through a range of measures, e.g. the Economic Opportunity Act of 1964.</li> </ul> <p>The importance of other factors in increasing affluence in the USA in the years 1941-69 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The reinvigoration of US industry came as a result of wartime demand, ending the Great Depression with GNP more than doubling to \$214 billion in the years 1939-45</li> <li>• Wartime saw an increase in the granting of worker benefits such as health insurance, paid holidays and improved working conditions, and post-war consumer spending resulting from higher wages and disposable income</li> <li>• Favourable trading conditions saw huge US exports of manufactured goods, and, in the 1950s, oil</li> <li>• Consumption grew in the 1950s and 1960s as a result of continued technological innovation in goods produced and the promotion of goods through media such as television increased consumption.</li> </ul> <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 influence of the black American civil rights campaign was the main reason for gains made by other minority rights campaigners in the years 1960-80.</p> <p>The extent to which the influence of the black American civil rights campaign was the main reason for gains made by other minority rights campaigners in the years 1960-80 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Campaign tactics developed in the black civil rights campaign, such as non-violent civil disobedience and marches, were influential, e.g. the Annual Reminders of July 4 (from 1965) organised by homophile organisations</li> <li>• Cesar Chavez and the National Farm Workers Association successfully used economic boycotts and other methods which were inspired by those used in the black civil rights campaign</li> <li>• 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</li> <li>• There was significant collaboration between the campaigns of the Chicano Movement and black activists, e.g. the Black Student Union in opening up Washington University to Mexican-Americans and other minorities.</li> </ul> <p>The importance of other factors in contributing to the gains made by other minority rights campaigners in the years 1960-80 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The general influence of liberal and counter-culture attitudes, as well as the support given by key public figures such as Bobby Kennedy</li> <li>• 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.</li> </ul> <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 impact immigration had on the USA changed in the years 1917-80.</p> <p>The extent to which the impact of immigration on the USA changed in the years 1917-80 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The change to a policy based around national origins (from the 1921 and 1924 Acts through to 1965) had an impact with regards to the proportions of immigration inflows from Asia, Eastern and Southern Europe</li> <li>• The setting of absolute limits on immigration reduced the impact of immigration numbers, as well as to some extent countering rising nativist and xenophobic hysteria</li> <li>• The non-inclusion of western hemisphere immigration in legislation prior to 1976 meant Hispanic immigrants made significant contributions to economic and cultural life, particularly in the south and west</li> <li>• After the change in policy from 1965, the impact that immigration had changed in a number of ways, e.g. increased contribution to population growth, and changes to the ethnic makeup of the USA.</li> </ul> <p>The extent to which the impact of immigration on the USA saw continuity in the years 1917-80 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Throughout the period, immigrants continued to make positive contributions to American society, e.g. the development of urban cultural life in Little Italys, Chinatowns, Little Koreas</li> <li>• Immigration and immigrants continued to generate concerns over social cohesion and order from elements of 'WASP' America</li> <li>• Immigration made a significant contribution to the American economy throughout the period in both rural and urban areas</li> <li>• Public concerns and government policy can be seen to demonstrate continuity between the 1920s and the end of the period, e.g. nativist concerns and the growth of demands to control immigration.</li> </ul> <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 as to how accurate it is to say that war was the most significant influence on the American political environment in the years 1917-80.</p> <p>The significance of war on the American political environment in the years 1917-80 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The end of the First World War saw a Republican campaign based around a return to the 'normalcy' of reduced government and isolationism, which dominated US politics throughout the 1920s</li> <li>• Post-Second World War and the Cold War concerns over communism gave traction to concerns over the extension of federal and in particular executive authority, e.g. the actions of the 80th Congress</li> <li>• The Vietnam War led to a significant rejection of mainstream political values</li> <li>• The perception of setbacks in the Cold War hit presidential popularity across the period, e.g. the 'loss' of China, concerns over the arms race in the 1950s or the unpopularity of Carter's approach in the 1970s.</li> </ul> <p>The extent to which the significance of war on the American political environment in the years 1917-80 was limited and/or the significance of other issues should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Economic downturns played a significant role in shifting political ideas and attitudes, e.g. New Deal interventionism as a reaction to the Depression, or the rejection of liberal interventionism with the downturn of the 1970s</li> <li>• Republican policies and their dominance in the 1920s was influenced by various factors, e.g. concerns over immigration or the economic success of their policies through the 1920s</li> <li>• 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</li> <li>• Technological factors had an impact on politics, e.g. FDR's use of the radio, or the significance of television in the 1960 presidential debate.</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 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 views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that Reagan's efforts to reduce big government were a success.</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>• Reagan made minimal government the new norm in the United States</li> <li>• Reagan persuaded Congress to introduce reductions in taxation and federal budget spending</li> <li>• Reagan devolved activity to the states, and introduced some deregulation</li> <li>• Democrats came to accept that new domestic spending was politically impossible</li> <li>• Reagan shifted public attitudes over taxation.</li> </ul> <p>Extract 2</p> <ul style="list-style-type: none"> <li>• Tax cuts predominantly benefited the wealthy</li> <li>• The Reagan government made significant cuts to services aimed at disadvantaged Americans</li> <li>• The Reagan administration's attitude to the federal budget was accusing the democrats of traditionally being irresponsible, whilst running up record-breaking levels of borrowing</li> <li>• Deregulation led to irresponsible, corrupt, and even criminal, behaviour at the expense of the American public.</li> </ul> <p>Candidates should relate their own knowledge to the material in the extracts to support the view that Reagan's efforts to reduce big government were a success. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Reagan administration oversaw a significant reduction in the Federal Register, removing 23,000 pages</li> <li>• Federal deregulation and tax policies encouraged business growth, and the longest run of economic expansion in American history began in 1983, which lasted until well into the 1990s</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> <li>• Attitudes towards smaller government were essentially accepted in the longer-term</li> </ul>

	<p>by both the electorate and both major political parties, e.g. the political cost of Bush reneging over tax increases, Clinton's New Democrats.</p> <p>Candidates should relate their own knowledge to the material in the extracts to counter and/or modify the view that Reagan's efforts to reduce big government were a success. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Reagan's policies created a huge national debt of over \$2.6 trillion, much of which was from spending on defence, and the failure of the tax-base to broaden sufficiently to compensate, as anticipated by 'supply-siders'</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>• The reduction in spending on social housing had negative consequences, e.g. by the mid-1980s, the number of families eligible yet unable to find social housing had grown to over 3.7 million</li><li>• Pro-deregulation appointees were seen as inappropriate or even corrupt, e.g. James Watt's appointment as Secretary of the Interior was described as like 'appointing Dracula to head a blood bank'.</li></ul> <p>Other relevant material must be credited.</p>
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