



Mark scheme

Sample assessment materials for
first teaching September 2015

GCE History (8HI0/1F)
Advanced Subsidiary

Paper 1: Breadth study with
interpretations

Option 1F: In search of the
American Dream: the USA,
c1917–96

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"> • 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 on whether, in the 1920s, the main effect of the economic boom on US society was the development of a car-owning culture.</p> <p>The importance of a car-owning culture as an effect of the economic boom of the 1920s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Increasing production and rising income allowed many Americans to buy cars for the first time • Increased production and advertising made the ownership of cars more desirable, e.g. the 'Middletown' report suggested that owning a car was more important than having a bathroom with a bath tub • The building boom and the construction of suburbs meant that many Americans needed a car, e.g. to travel to work or to shop • An increase in leisure time led to the growth of car-based activities, e.g. long-distance summer vacations and day trips. <p>The importance of other effects of the economic boom on US society should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • An overall increase in consumerism, e.g. the use of household appliances, money spent on popular entertainment, buying shares • An increase in urbanisation and suburbanisation as more people moved to live in towns • The development of a suburban lifestyle, e.g. homes with gardens and modern appliances • Changes to social values both positive and negative, e.g. increased individual freedom and choice, inequalities encouraging criminal activity. <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 on whether the impact of US involvement in the Second World War was the main reason for improvements in the position of black Americans in the years 1945–55.</p> <p>The impact of US involvement in the Second World War as a reason for improvements in the position of black Americans should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The experience of fighting for 'liberation' in Europe and Asia inspired black American servicemen to fight against racism in America • Unequal and unjust treatment of black American soldiers during the War and its immediate aftermath inspired challenges to legal segregation, e.g. voter rights, education and transportation • The war economy encouraged many black Americans to migrate to northern cities, where increased wages and larger communities encouraged activism • Black American veterans took advantage of the GI Bill of Rights to gain a better education. <p>The importance of other reasons for improvements in the position of black Americans should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The work of the NAACP and their civil rights lawyers, e.g. Thurgood Marshall • The role of Supreme Court judgments in supporting challenges to legal segregation, e.g. interstate bus travel, segregated schooling • Support from Truman, including the use of Executive Orders, e.g. racial equality in the armed forces, the President's Committee of Civil Rights. <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 suggestion that the USA became a more tolerant society in the 1960s and 1970s.</p> <p>Evidence which supports the suggestion should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The impact of the civil rights movement and civil rights legislation, e.g. on voting rights, segregation, and discrimination in employment • Increased women's liberation, e.g. equal pay in the workplace and the Supreme Court <i>Roe v Wade</i> judgment on abortion • The counter-culture movement in the 1960s rejected conformity, bringing greater tolerance, e.g. the development of a gay rights movement • The depiction of a more diverse society in popular culture, e.g. positive portrayals of minority groups and women, the influence of black-American music. <p>Evidence which suggests that social tolerance remained unchanged and/or society grew less tolerant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Discriminatory practices towards minorities continued, e.g. affirmative action was not practised and discrimination against hispanic Americans and Native Americans were hardly challenged • Continued discrimination against women and progress stalled, e.g. lack of affirmative action, the failure to ratify the Equal Rights Amendment Act • In the late 60s and early 70s a conservative backlash against counter-culture ideals emerged, e.g. Richard Nixon's appeal to the 'silent majority' • Much of American society remained deeply conservative, e.g. towards sexual liberation, as reflected in popular entertainment, particularly on television. <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 how far the American people's trust in the presidency changed in the years 1933–80.</p> <p>The extent to which the American people's trust in the presidency changed in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The trust in the presidency that had been encouraged by the leadership style of Roosevelt became less certain, particularly from the late-1960s onwards, e.g. Lyndon Johnson's leadership with regard to Vietnam • From the mid-1960s some Americans became more willing to actively challenge the policies of American presidents, e.g. anti-draft protests • The news media encouraged Americans to be more critical of the presidency from the late 1960s, e.g. Woodward and Bernstein on Watergate • The rising expectations of Americans in the years 1945–64 were increasingly unable to be fulfilled by presidents beset by war and economic turndown. <p>Aspects of continuity in the American people's trust in the presidency should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Americans continued to support the presidential system throughout the period – voter turnout in elections remained at over 50 per cent, voter turnout in the 1930s was similar to that of the 1970s • Opponents were willing to challenge presidents throughout the period, not just in later years, e.g. conservative criticism of the New Deal, anti-communist criticism of Truman • News coverage of presidential elections throughout the period strengthened trust in the benefits of the presidency • General support for the presidency was maintained, even during the more difficult times of the 1970s, e.g. support for Nixon's Cold War policy despite the ongoing Watergate scandal. <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 Reagan's economic policies strengthened the US economy 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 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"> • Reagan's tax policies encouraged business growth • The longest run of economic expansion in American history began in 1983 and lasted until well into the 1990s • Inflation and interest rates fell • Unemployment rates fell. <p>Extract 2</p> <ul style="list-style-type: none"> • Average GDP growth only increased by 0.1 per cent each year in the 80s • Measurements of growth, such as increase in personal income, productivity and investment were weak • Many newly-created jobs did not pay well • As a result of a trade deficit, the US became a debtor nation, which could cause an economic crisis in the future. <p>Candidates should use their own knowledge of the issues to address ways in which Reagan's economic policies strengthened the US economy in the years 1981–96. Relevant points may include:</p> <ul style="list-style-type: none"> • Federal deregulation encouraged business growth • Increased optimism led to a growth in consumer confidence and a credit boom • Far from there being a severe economic crisis in the future, the economy boomed under Clinton with inflation, interest rates and unemployment being at their lowest for 20 years in 1996. <p>Candidates should use their own knowledge of the issues to address evidence that counters the view that Reagan's economic policies strengthened the economy in the years 1981–96. Relevant points may include:</p> <ul style="list-style-type: none"> • Reagan's policies created a huge national debt of \$2.6 trillion, much of which was from spending on defence • Bush Sr. and Clinton had to develop economic policies influenced by economic weaknesses created during the Reagan presidency, e.g. Bush increased taxes • During the Bush Sr presidency there was a short but significant recession • Prosperity returned for reasons other than Reagan's policies, e.g. lower oil prices.