



Mark scheme

Summer 2018

Pearson Edexcel
GCE History (9HI0/1F)
Advanced

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	1–3	<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	4–7	<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 focus of the question. • Mostly accurate and relevant knowledge is included, but 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	8–12	<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	13–16	<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.
5	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity 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	1–3	<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	4–7	<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 is given, but with limited support and related to the extracts overall, rather than specific issues.
3	8–12	<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	13–16	<ul style="list-style-type: none"> • Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and 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 provided in the extracts 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.
5	17–20	<ul style="list-style-type: none"> • Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors. • Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments. • Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.

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 the extent to which, in the years 1945 - 80, the main reason for changes in the leisure activities of ordinary Americans was their growing affluence.</p> <p>The extent to which the main reason for changes in the leisure activities of ordinary Americans was their growing affluence should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • By the end of the 1960s, the USA's affluence (6 per cent of the world's population consumed 2/3 of the world's goods) meant an expanding consumer society that was able to support a 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, with 38 per cent owning colour sets by 1970. <p>The extent to which other reasons brought about changes in the leisure activities should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • 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 through to the 1970s • The challenge posed by home entertainment and other alternative leisure activities, e.g. 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. <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 the extent to which there was a considerable similarity between the campaigns for black civil rights (1955–80) and minority civil rights (1960–80).</p> <p>The extent to which the campaigns for black and minority civil rights were similar should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Tactics such as non-violent protest and marches were similar, e.g. the Annual Reminders of July 4 (from 1965) organised by homophile organisations, or the non-violent protests organised by the National Farm Workers Association were similar to methods used at Greensboro, Selma and Montgomery • 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 • There were similarities between the development of militant protests, e.g. the American Indian Movement and the Brown Berets were organised in a manner akin to the Black Panthers • Both movements gained support from and overlapped with the development of a wider counterculture from the 1960s onwards. <p>The extent to which the campaigns for black and minority civil rights were different should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Campaigns for Hispanic and gay rights largely developed later in the period than those for black civil rights, from the mid to late 1960s onwards • Gay rights campaigns were largely confined to northern cities, whereas black civil rights campaigns took place across a much wider geography • Native American rights campaigns were more heavily focused on issues such as tribal homelands and self-determination • The issue of the rights of states as a block to federal intervention was a more significant hurdle to the black civil rights campaigns in relation to blacks in the south. <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 that immigration had 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"> • 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 proportion of immigration inflows from Asia, Eastern and Southern Europe • 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 • 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 • The growth of Hispanic immigration also led to such immigration becoming an issue of public and political debate • The growing concern for the issue of illegal immigration, particularly from the 1950s into the 1970s and beyond • After the change in policy from 1965, the impact immigration had changed in a number of ways, e.g. increased contribution to population growth, and changes to the ethnic makeup of the USA. <p>The extent to which the impact that immigration had on the USA did not change in the years 1917-80 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • 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 • Immigration and immigrants continued to generate concerns over social cohesion and order from elements of 'WASP' America • Immigration made a significant contribution to the American economy throughout the period in both agricultural and urban areas • 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 • Continuity may be seen in the contribution the votes of naturalised citizens and their progeny had in elections from the 1920s onwards, e.g. the tendency for urban centres to vote Democrat. <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, in the years 1917 - 80, war and the impact of the Cold War led to an increase in conservative influences on domestic politics in the USA.</p> <p>Ways in which war and the impact of the Cold War led to an increase in conservative influences on domestic politics in the USA in the years 1917 - 80 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • 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 • 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 seen during the New Deal and the Second World War, e.g. the actions of the 80th Congress • Conservative influences contributing to growing anti-communism may also be seen to have developed as a result of the Cold War • Whilst the relationship between conservatism and Vietnam was complex, conservatives can be seen to have gained influence, e.g. in attacking Johnson's failed escalation and Nixon's successes in 1968 and 1972 • The growing conservative reaction of the late 1970s emphasised the failures of the Carter administration in relation to the Cold War, culminating in Reagan's election in 1980. <p>Ways in which war and the impact of the Cold War did not lead to an increase in conservative influences on domestic politics in the USA, or the ways other factors contributed to such an increase in the years 1917-80 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Republican policies and dominance in the 1920s was influenced by other factors, e.g. concerns over immigration or the economic success of their policies through the 1920s • The Second World War and post-war period saw continued support for Democrat politicians and the continuation or even extension of the New Deal approach • The Vietnam War led to a significant rejection of mainstream political values • The growth of conservatism in the latter period can be seen to be rooted in broader demographic and economic changes, e.g. the rise of suburban and sun-belt prosperity. <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 the Reagan administration's policies were an attack on the disadvantaged which increased social division.</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"> • Cuts made favoured those who did not need help over the most needy • Cuts to welfare and public housing increased racial division • Measures undertaken disregarded the needs of women • The vilification of welfare recipients created distrust and hatred towards those not in work. <p>Extract 2</p> <ul style="list-style-type: none"> • Reagan's policies were not aimed at removing New Deal support for the deserving poor, rather they were targeted towards removing Great Society largesse • Measures were motivated by the need to cut government costs rather than deliberately attack disadvantaged groups • Reagan's policies were a response to abuse of the welfare system, not against those genuinely in need • The policies were a response to public anti-welfare sentiment • The popularity of the attacks secured votes for the Republican Party. <p>Candidates should relate their own knowledge to the material in the extracts to support the view that the Reagan administration's policies were an attack on the disadvantaged which increased social division. Relevant points may include:</p> <ul style="list-style-type: none"> • Cuts made under the OBRA fell mainly on federal spending for the poorest in society, capping benefits and reducing eligibility • 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 • 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 • The Reagan campaign removed the commitment to the Equal Rights amendment from the Republican platform in 1980, and lack of support for increased minimum wages disproportionately hit women. <p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that the Reagan administration's policies were an attack on the disadvantaged which increased social division. Relevant points may</p>

Question	Indicative content
	<p>include:</p> <ul style="list-style-type: none"> • Welfare-to-work programmes were enacted by over 40 states in the 1980s, and the principle of the approach had been accepted by both major parties by 1996 • 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 • Reagan passed the Fair Housing Act of 1988, expanding the provisions of this to include protection to those with disabilities and families with children, and redeeming some of the flaws with regards to enforcement • The National Initiative Programme sought to aid women in business, and the 'Fifty States Project' encouraged state Governors to review codes and regulations that discriminated against women. <p>Other relevant material must be credited.</p>