



# Mark Scheme (Results)

Summer 2023

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

Paper 1: Breadth study with interpretations

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

## Section A: indicative content

Question	Indicative content
1	<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 main consequence of television from c1950-80 was an improvement in the cultural experience of Americans.</p> <p>The extent to which the main consequence of television from c1950-80 was an improvement in the cultural experience of Americans should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The rapid expansion of television brought a range of popular culture and entertainment programmes to a diverse assortment of Americans, e.g. drama, light entertainment, sport, and news</li> <li>• Television helped bring new cultural experiences to the masses, e.g. elements of high culture, such as opera and classical, in the <i>Ed Sullivan Show</i>, <b>or nature documentaries such as Jacques Cousteau's <i>The Silent World</i></b></li> <li>• Television improved the cultural experience by providing reassurance to many ordinary Americans of their cultural identity, e.g. with sit-coms based upon regular American <b>families</b>, such as <i>I Love Lucy</i> and <i>The Honeymooners</i></li> <li>• Developments in public television, such as state networks from the 1950s and PBS (1969), brought a range of educational and cultural programmes, <b>e.g. children's offerings</b> such as <i>Sesame Street</i>, or in-depth news analysis.</li> </ul> <p>The extent to which other consequences of television from c1950-80 were important should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The growth of television had significant consequences for US politics, e.g. the Army-McCarthy hearings and <i>See it Now</i> helped end McCarthyism, advertisements for Eisenhower, and the Nixon/Kennedy debate</li> <li>• Television furthered public awareness and discussion of current affairs, e.g. daily reports of setbacks and casualties from Vietnam, or coverage of the Iran hostage situation fed the public appetite for news</li> <li>• Television had an impact on the campaign for civil rights, e.g. primetime coverage of events such <b>as Bull Connor's use of water cannon and dogs</b> at Birmingham in 1963 influenced public attitudes and President Kennedy</li> <li>• Television had a homogenising effect on culture, e.g. the development of national networks created a national culture through universal programmes and advertising</li> <li>• Television had an impact on consumer spending and tastes, e.g. the growth of the televised advertising market - worth \$10b a year in the mid-1950s - helped sell goods, in particular advertising aimed at children and youth</li> <li>• Television had a varied impact on other entertainment media, e.g. cinema ticket sales faced competition, which in turn drove innovations such as movies filmed in CinemaScope, e.g. <i>Seven Brides for Seven Brothers</i> (1954)</li> <li>• Concerns over the influence of television led to criticisms, e.g. over its impact on moral standards, or the <b>Surgeon General's Scientific Advisory Committee report (1972) on the 'adverse effect' of 'televised violence'.</b></li> </ul>

	Other relevant material must be credited.
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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 the decline in confidence in the presidency in the years 1968-80 was largely a result of the impact of war.</p> <p>The extent to which the impact of war brought about the decline in confidence in the presidency should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Presidential responsibility for foreign policy meant presidents were directly blamed for unpopular aspects of war, such as the increased federal spending, the operation of the draft, or treatment of veterans</li> <li>• The high-cost of war created budget concerns, contributed to inflation and <b>undermined Great Society' measures, leading</b> to a loss of political and public support</li> <li>• Events such as the My Lai massacre or <b>difficulties in the 'planned withdrawal'</b> led to criticism of individual presidents such as Johnson and Nixon</li> <li>• <b>Reports of Nixon's secret</b> bombing of Cambodia led to a reduced confidence in the President politically, with restraint being placed on <b>presidency's</b> military authority with the passing of the War Powers Resolution</li> <li>• That Vietnam 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.</li> </ul> <p>The extent to which other factors brought about the decline in confidence in the presidency should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The expansion, changing nature and increased range 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>• Public desire for news meant increased interest in the personal lives of the presidents and associates, e.g. Jimmy Carter and the <b>'killer rabbit', or the</b> business dealings of his brother</li> <li>• The leadership styles and actions of the presidents encouraged a lack of confidence, e.g. the <b>revelation of Nixon's behaviour on the Watergate tapes, growing disillusion with Carter's 'folksy outsider' style</b></li> <li>• The growth of counter-culture and a culture of protest encouraged many younger Americans to question the authority of the American presidency</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 economic and social challenges, such as the end of prosperity, 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>Answers will be credited according to <b>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 on the extent to which northern migration was the most significant factor bringing improvements to the position of black Americans in the years 1917-55.</p> <p>The extent to which northern migration was the most significant factor bringing improvements to the position of black Americans should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Significant numbers of black Americans migrated from the South to the North, e.g. 1.25 million in the period from the First World War to the mid-1920s, with a further million c1925-40</li> <li>• Those who migrated were able to escape the de jure segregation of the Jim Crow laws in the southern states</li> <li>• The Great Migration contributed to improvements in terms of political representation, e.g. the election of the first black Congressman in the 20<sup>th</sup> Century, Oscar De Priest, and the growing importance of the black electorate</li> <li>• The increase in the black population in northern urban areas contributed to the organisation of civil rights, e.g. the National Urban League, Garvey's UNIA, and the growth of churches as centres for organising campaigns</li> <li>• The demographic changes were significant in cultural terms, e.g. the growth of jazz, the Harlem Renaissance and <b>musicals such as 'Shuffle Along' and 'Blackbirds'</b> appearing on Broadway.</li> </ul> <p>The significance of other factors in bringing improvements to the position of black Americans should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Warren Harding urged cabinet members to appoint black Americans, spoke out over civil rights and supported the Dyer Anti-Lynching Bill</li> <li>• New Deal schemes such as the WPA, CCC and the Division of Negro Affairs within the NYA provided employment and support, and <b>the 'Black Cabinet'</b> saw black Americans serve in prominent positions of power</li> <li>• Truman established the Presidential Committee on Civil Rights, and desegregated the military and government work in 1948</li> <li>• The NAACP organised a significant campaign against lynching and other legal injustices, 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>• From 1951, The Regional Council of Negro Leadership challenged examples <b>where 'separate but equal' was not equal, attracting</b> crowds of 10,000 plus to meetings and inspiring future civil rights leaders.</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 most significant economic influence in the USA in the years 1917-69 was the Great Depression.</p> <p>The extent to which the most significant economic influence in the USA in the years 1917-69 was the Great Depression should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Great Depression was significant in terms of the impact across a range of sectors, e.g. the decline in farm incomes, construction, sales of cars and consumer goods and bank failures</li> <li>• The Great Depression was significant in terms of the depth and duration of its impact, e.g. GDP declined by over 25 per cent, and did not recover to pre-1929 levels until the recovery during the Second World War</li> <li>• The Great Depression led to a dramatic decline in living standards for many Americans from 1929, e.g. mass unemployment and concomitant drop in standards in relation to housing, health, food and education</li> <li>• The Great Depression was significant in the range of Americans who felt the impact, e.g. relatively wealthier Americans such as lawyers saw incomes significantly decline</li> <li>• The Great Depression was significant in that it led to a fundamental shift in government economic policy, away from a laissez faire approach towards a massive growth in the role of the Federal government.</li> </ul> <p>The significance of other economic influences in the USA in the years 1917-69 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The advent of the era of mass production following the First World War was significant, e.g. it ushered in a decade of widening prosperity, and its system of organisation formed the basis for economic growth later in the period</li> <li>• The New Deal was significant, bringing improvement in the quality of life during the Great Depression, and making a <b>contribution to America's</b> recovery e.g. the rescue of banking, or employment provided by the WPA</li> <li>• The Second World War was significant, with GNP more than doubling to \$214 billion in the years 1939-45, having a dramatic impact on individual wealth, e.g. average earnings in 1944 were over double those of the 1930s</li> <li>• The Second World War was significant with regards to government intervention, e.g. the massive increase in government spending and borrowing, and subsequent <b>intervention, e.g. 'Fair Deal' policies</b></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> <li>• Continued innovation in technology, business and finance from the 1950s to the 1960s had a significant influence, e.g. increases in home ownership, use of amenities such as air conditioning and equipment such as VCRs.</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'</b> 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 <b>consider historians'</b> viewpoints in framing their argument. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view <b>that Reagan's</b> government carried out a programme of policies that had a negative impact on US society.</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>• <b>Reagan's attacks on welfare users lacked accuracy, undermining public</b> discussion of issues such as poverty and social programmes</li> <li>• <b>Reagan's economic policies did not deliver on</b> the promise of prosperity, as far as most Americans were concerned</li> <li>• <b>Reagan's policies contributed to problems in cities and manufacturing</b></li> <li>• <b>Reagan's policies led to homelessness,</b> problems in healthcare, and had a negative impact on women and black Americans.</li> </ul> <p>Extract 2</p> <ul style="list-style-type: none"> <li>• Reagan did not dismantle the New Deal welfare state, and programmes such as Social Security and Medicare were left largely untouched</li> <li>• Threats to abolish federal agencies such as Education were not carried out, and budgets for many departments actually grew</li> <li>• Reagan did not carry out the policies that supporters such as the religious right hoped he would</li> <li>• Reagan restored optimism, brought prosperity, and controlled problem issues such as inflation.</li> </ul> <p>Candidates should relate their own knowledge to the material in the extracts to support the view <b>that Reagan's government</b> carried out a programme of policies that had a negative impact on US society. Relevant points may include:</p> <ul style="list-style-type: none"> <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 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</li> <li>• Perceptions of black Americans, particularly young men, became more negative and <b>Reagan's crime policies led to more of them going to prison</b></li> <li>• Standards of living for black Americans fell, particularly in the inner cities,</li> </ul>

Question	Indicative content
	<p>with continued wage and employment inequalities</p> <ul style="list-style-type: none"> <li>• The vilification of welfare recipients, through <b>Reagan's anecdotes of 'Welfare Queens' and food stamps being used to buy vodka, created distrust and hatred towards those not in work.</b></li> </ul> <p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that <b>Reagan's government</b> carried out a programme of policies that had a negative impact on US society. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• GNP expanded by 30 per cent from 1982 to 1989, with inflation falling from 10.3 per cent to 4.8 per cent over the same period, bringing material improvements to millions of Americans</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>• 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</li> <li>• The National Initiative Programme sought to aid women in business, and the <b>'Fifty States Project' encouraged state Governors to review codes and regulations that discriminated against women</b></li> <li>• More black Americans went to college and were employed in public services, skilled and professional jobs that were previously closed to them.</li> </ul>