



## Mark Scheme (Results)

November 2021

Pearson Edexcel GCE

In History (9HI0)

Paper 1: Breadth study with interpretations

Paper

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: 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	1–3	<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: A03: 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 view that the most significant influence on US politics, in the years 1917-60, was a commitment to isolationism.</p> <p>The extent to which a commitment to isolationism was the most significant influence on US politics in the years 1917-60 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Ongoing isolationist views, which had been evident in opposition to US involvement in WW1, helped build opposition to Wilson and his interventionist proposals for foreign affairs</li> <li>• A commitment to isolationism continued to contribute to policies in the 1920s, e.g. the tariffs to protect domestic business</li> <li>• Reluctance to sanction any further overseas involvement led to isolationist politicians shaping <b>policies such as the Neutrality Acts, or the Senate's refusal to sanction the US joining the World Court in 1935</b></li> <li>• <b>Isolationism's influence in politics and public opinion is evident in FDR's reluctance to outright oppose it even after the Second World War broke out, e.g. his electoral pledge to not send US troops to foreign wars.</b></li> </ul> <p>The extent to which a commitment to isolationism was not the most significant influence on US politics and/or other influences were more significant in the years 1917-60 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Laissez faire beliefs were highly influential during the Republican dominated 1920s, shrinking notions of government in terms of progressive domestic policies</li> <li>• The apparent economic success of pro-business government ideas shaped both Republican success and public attitudes towards political issues in the 1920s</li> <li>• New Deal ideas saw a growing acceptance of the potential for government intervention in domestic economic and social life from the 1930s onwards</li> <li>• Anti-communism, particularly during the period after the First and Second World Wars, led to a climate of fear and a restriction of liberties</li> <li>• Eisenhower can be seen to have led an administration which sought to <b>balance a 'middle way' between New Deal ideas, whilst accepting the role of government in the protection of liberties</b></li> <li>• A reaction against the red scare and dissatisfaction with other aspects of political culture and policy contributed to the growing influence of liberal attitudes.</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 as to whether, in the years 1941-80, the growing affluence of most Americans was the primary reason for improvements in leisure and travel opportunities of most Americans.</p> <p>The extent to which, in the years 1941-80, the primary reason for improvements in leisure and travel opportunities of most Americans was their growing affluence should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Real wages rose throughout the period, significantly so in the earlier years (e.g. 10% throughout the 1950s), extending disposable income for leisure purchases for a greater share of the population than ever before</li> <li>• From the 1950s, increased affluence amongst teenagers saw the development of a growing teenage market, with an estimated \$10 billion spent in 1959, predominantly on leisure activities</li> <li>• Wider affluence led to improvements in domestic aspects of leisure, e.g. by 1960, 9 out of 10 US homes had television sets, with 38% owning colour sets by 1970</li> <li>• By the 1970s, the USA's affluence (6% of the world's population consumed 2/3 of the world's goods) meant an expanding consumer society, which was able to support a diverse range of leisure activities</li> <li>• Prosperity meant that, by 1960, one in three Americans owned a car, and over 100 million passengers were being carried by airlines by 1965.</li> </ul> <p>The extent to which, in the years 1941-80, other factors were more important in bringing about improvements in leisure and travel opportunities of most Americans should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Reductions in the average working week and time saved through the increase in use of labour-saving devices gave more time for leisure activities</li> <li>• Changes in technology impacted on the way Americans consumed leisure, e.g. the rise of televised sports and films saw drops in live sporting attendances and cinema attendances through to the 1970s</li> <li>• 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</li> <li>• The development of the car-owning culture led to the growth of drive-in movies and fast food chains</li> <li>• Government policies improved access to, and the quality of, travel, e.g. Eisenhower's Federal Aid Highway Act of 1956, or Carter's deregulation of airlines</li> <li>• Technological improvements enhanced the quality and desirability, and lowered the cost, of travel, e.g. planes such as the Boeing 747 (1969) carried significantly more passengers.</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 extent to which increasing direct action was the most significant development bringing improvements to the civil rights of black Americans in the years 1933-80.</p> <p>The extent to which increasing direct action was the most significant development bringing improvements to the civil rights of black Americans in the years 1933-80 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The actions of the Montgomery Improvement Association had a significant impact, both in terms of the bus boycott, as well as demonstrating the potential success of non-violent direct action in other areas</li> <li>• The SCLC trained thousands of activists, e.g. the citizenship teachers who trained others, broadening the impact of direct action and community organisation</li> <li>• The success of direct action is evident in how it was embraced by existing groups, e.g. whereas before 1955 the NAACP focused on legal challenges, they increasingly supported action such as the Greensboro sit-ins</li> <li>• Direct action in events such as the Birmingham March of 1963 and the March on Washington gained presidential, media and public support for civil rights</li> <li>• Non-militant forms of direct action saw continued gains in the 1960s and 1970s, e.g. <b>Jesse Jackson's PUSH</b> was recognised by Carter for its work in supporting black businesses, employment and education.</li> </ul> <p>The extent to which increasing direct action was not the most significant development and/or other developments were more significant in bringing improvements to the civil rights of black Americans in the years 1933-80 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Direct action was counter-productive, e.g. by the late 1960s and 1970s, there was a backlash, with many whites resenting the confrontational rhetoric and tactics of black militancy</li> <li>• Prior to the move to direct action, the NAACP organised a significant campaign against lynching and other legal injustices in the inter-war years, including successful Supreme Court judgements</li> <li>• Federal actions in the 1930s and 1940s brought improvement, whether specifically targeted or as a by-product, e.g. New Deal schemes, desegregation of the defence industries and the military</li> <li>• Migration and the needs of war production in the Second World War increased blacks and whites living and working alongside each other</li> <li>• The role of the Supreme Court was significant, e.g. judgements supporting challenges to legal segregation, e.g. Brown I and II and Swann v. Charlotte-Mecklenburg Board of Education (1971)</li> <li>• Presidential support was significant in the 1950s and 1960s, e.g. <b>Eisenhower's intervention at Little Rock, and Kennedy's and Johnson's contributions to the Civil Rights Act and the Voting Rights Act.</b></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, in the years 1917-80, the main result of government immigration policy was that it had a negative impact on immigrants.</p> <p>Ways in which the main result of government immigration policy in the years 1917-80 was that it had a negative impact on immigrants should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The 1917 Immigration Act established a wide range of categories for <b>'inadmissible' immigrants, creating wider associations between immigration and undesirability</b></li> <li>• The emphasis on national origins in the 1921 and 1924 Acts created the impression that immigration from Eastern and Southern Europe was less desirable, and such immigrants <b>were 'second class'</b></li> <li>• The McCarran-Walter Act of 1952 confirmed the discriminatory quota system <b>and thus continued to treat certain existing populations as 'second class', whilst also raising suspicions over their threat to national security</b></li> <li>• Whilst abolishing quotas, the 1965 Act still retained a cap on immigration from individual countries, maintaining some discrimination in relation to origins, with implications for existing immigrant populations.</li> </ul> <p>Ways in which other results of government immigration policy were greater in the years 1917-80 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The setting of absolute limits on immigration in the 1920s reduced the impact of immigration numbers, as well as to some extent countering rising nativist and xenophobic hysteria</li> <li>• The late 1960s and 1970s saw a quadrupling of immigration from Asia, an area previously discriminated against, and the 1965 Act introduced a preference system based on skills and family ties</li> <li>• Government policies resulted in an increase in overall immigrant numbers, e.g. the Bracero programme saw an average of 200,000 migrant labourers enter the USA each year from 1948 to 1964</li> <li>• The exemptions given to family members in the 1965 Act increased total numbers to 3.2 million in the 1960s, and 4.2 million in the 1970s</li> <li>• Immigration laws not applying to immigrants from the western hemisphere <b>contributed to the growth of 'illegals', with c7 million unregistered immigrants being present by the mid-1970s</b></li> <li>• The preference system led to an increase in highly skilled immigration, e.g. in medical care and engineering</li> <li>• The 1976 Western Hemisphere Act did set a cap of 20,000 arrivals from nations in Central and South America, thus slowing to some extent immigration numbers.</li> </ul> <p>Other relevant material must be credited.</p>

## Section C: indicative content

Question	Indicative content
5	<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. Other relevant material not suggested below must also be credited.</b></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 <b>is not expected, but candidates may consider historians' viewpoints in framing</b> their argument. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that that the Reagan presidency's efforts to end 'big government' in the USA can be seen as 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 shifted political debate towards his main objectives, including reducing government size and role</li> <li>• Significant reductions were made in regulation, e.g. the Federal Register was reduced by a third</li> <li>• There was a range of reductions in federal activity, although some of these fell short of what was planned</li> <li>• Democrat politicians came to accept the principles which Reagan stood for.</li> </ul> <p>Extract 2</p> <ul style="list-style-type: none"> <li>• <b>A significant number of individuals from Reagan's administration were investigated and prosecuted for their misconduct in office</b></li> <li>• <b>The Reagan administration's laissez faire approach was responsible for scandal and corruption</b></li> <li>• Changes to business corporations benefitted corporate leaders behind mergers rather than ordinary consumers</li> <li>• Easy credit contributed to an illusory prosperity</li> <li>• Reagan ultimately failed to limit federal spending on welfare, in the face of resistance from a resurgent Democratic Congress.</li> </ul> <p>Candidates should relate their own knowledge to the material in the extracts to support the view that that the Reagan presidency's efforts to end 'big government' in the USA can be seen as a success. Relevant points may include:</p> <ul style="list-style-type: none"> <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>• 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</li> <li>• Reagan's Executive Order 12291 (1981) established the principle that government regulation should only be issued after a cost-benefit analysis, a process overseen by the Office for Management and Budget (OMB)</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</li> </ul>

Question	Indicative content
	<p>reached 19 million low and middle-income American families by 1996</p> <ul style="list-style-type: none"> <li>• Attitudes towards smaller government were essentially accepted in the longer-term by both the electorate and both major political parties, e.g. the political cost of Bush reneging over tax increases, Clinton's New Democrats.</li> </ul> <p>Candidates should relate their own knowledge to the material in the extracts to counter and/or modify the view that that the Reagan presidency's efforts to end 'big government' in the USA can be seen as a success. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Reagan administration was reluctant to cut major sections of the welfare budget which were popular with voters, e.g. Medicare or Social Security</li> <li>• The budget deficit averaged 4.2% of GDP during both Reagan and George Bush's presidencies, significantly higher than under either Clinton or Carter</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>• Government assistance for corporations and agribusiness amounted to \$80 billion a year by the end of the first term</li> <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> </ul> <p>Other relevant material must be credited.</p>