

Mark scheme

Sample assessment materials for
first teaching September 2015

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 how far the standard of living achieved in America before the Wall Street Crash of 1929 had been recovered by 1941.</p> <p>Evidence to suggest that standards of living were improving and/or had recovered by 1941 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Despite a short economic recession in 1937-38, increasing GDP and New Deal policies to alleviate hardship and provide work did lead to some improvement in living standards after 1933 • Some groups who had not benefited from the 'boom' years, such as farmers and unskilled labourers, saw improvements in living standards due to New Deal policies • The wages and salaries of those in work grew in value from 1933 onwards and by 1941 had exceeded the levels of 1929, leading to increased consumption of consumer goods • Bank/business failures declined after 1933, leading to some growth and rising living standards for some business and white collar workers • Popular entertainment still flourished, particularly the cinema, and the ownership of cars and radios continued to increase • From 1940, increased government defence spending began to boost the economy and create new jobs. <p>Evidence to suggest that standards of living continued to decline and/or had not recovered should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Despite numbers falling from the record levels of 1933-34, there were still 10 million unemployed, compared to one million before the Crash • Some groups who had not benefited from the 'boom' years, such as seasonal farm workers and black Americans, had seen their standards of living decline even further • By the end of the 1930s, newly created jobs were often unskilled and low paid, leaving many craftsmen and skilled workers with a worse standard of living than before 1929 • Many workers who had been forced to migrate to find work in the mid-1930s still lived in impoverished conditions • Nutrition standards, which had been improving in the 1920s, were still in decline by 1941 as the price of fresh food was high and availability limited • Most measures of economic wealth indicated that overall living standards had not returned to the levels achieved before 1929. <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 suggestion that the news media was the most significant influence on the decline in confidence in the American presidency in the years 1968-80.</p> <p>The significance of the news media as an influence on the decline in confidence should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The news media uncovered some of the key events that undermined confidence in American presidents and/or policies, e.g. Mai Lai, Watergate • Respected news journalists became willing to criticise American presidents and/or policies, e.g. Walter Cronkite's reaction to the Tet offensive • The variety of news media coverage available increased public accessibility, e.g. radio news, television news from Vietnam, newspaper coverage of the Watergate scandal • Technological developments: 'bad news' spread faster with less time for presidential 'cover up', e.g. daily reports from Vietnam, the Iran hostages • Public desire for news meant increased interest in the private lives of the presidents and associates, e.g. the business dealings of Carter's brother. <p>Other factors with significant influence on the decline in confidence in the American presidency should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The leadership styles of the presidents encouraged a lack of confidence, e.g. the revelation of Nixon's behaviour on the Watergate tapes, growing disillusion with Carter's 'folksy outsider' style • The news media was merely responding to actions and policies that undermined the presidency, e.g. Nixon's involvement in the Watergate break-in, Ford's pardon of Nixon • The nature of American involvement in the Vietnam conflict led to many Americans questioning the role of the presidency • The growth of counter-culture and a culture of protest encouraged many younger Americans to question the authority of the American presidency • Popular culture challenged the dominant political landscape, questioning the role of the presidential government, e.g. conspiracy theory as a theme of literature and cinema • The end of the unbroken economic prosperity since 1945 led to a decline in political confidence in both Republican and Democrat presidents as they seemed unable to restore economic confidence. <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 significance of the post-Second World War population boom in the creation of a consumer society in the USA during the 1950s and 1960s.</p> <p>The contribution of the post-war population boom to the creation of a consumer society should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The rapid increase in the birth rate led to an almost immediate demand for more housing and the consumer goods • The majority of the new housing was suburban, e.g. Levittown, which fuelled a further increase in car ownership • The baby boom created a new consumer market for children which advertisers exploited, e.g. the sale of toys made \$1.5 billion in 1953 • The 'baby boomers' drove further consumption in the later 1950s and 60s as producers catered for the new phenomenon of the 'teenage' market • An increased population led to increased food consumption and new products such as fast food • By the late 1960s, the children of the baby boom expected greater choice and readily responded to technological innovations by buying new products, e.g. transistor radios, stereo record players. <p>To establish extent, evidence limiting the significance of the population boom and/or other significant factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • In the late 1960s, many young 'baby boomers' began to question the culture of consumerism and actively rejected consumption, e.g. the growth of environmentalism and the 'hippy' lifestyle • Involvement in the Second World War led to the population boom and the wealth required to kick-start investment in consumer-led industries, e.g. domestic appliances • The development of a car-owning culture encouraged consumption and new products, e.g. drive-in food restaurants and cinemas • Technology increased purchases of televisions and also stimulated the advertising industry, which sponsored television programmes • The advertising industry created a desire for new products and more choice • The psychological effects of the victory in the Second World War and the emergence of the US as a Cold War power encouraged society to justify consumerism as the 'American way'. <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 suggestion that the aims and methods of black American civil rights activists in the years 1955-68 were radically different from those of activists in the years 1917-55.</p> <p>Evidence to suggest that the aims and methods of the two groups of activists were radically different should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Before 1955, the NAACP focused on legal challenges; after 1955 the NAACP increasingly supported non-violent direct action, e.g. the Greensboro sit-ins • Before 1955, peaceful change was a key aim, but after 1955 some in CORE and the SNCC hoped their tactics would provoke a violent reaction • After 1965, some elements of CORE and the SNCC developed the radical policy of 'Black Power', with its ideas of black nationalism and self-defence • Before 1955, the civil rights movement focused on the <i>de jure</i> segregation of the Jim Crow laws in the southern states; in the 1960s, focus turned to <i>de facto</i> discrimination and poverty of urban black Americans • Before 1955, civil rights activists had sought to co-opt white supporters to the cause; during the 1960s black separatism became popular. <p>Evidence of similarity/continuity/limited difference should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Both before and after 1955, the aim of civil rights activists was to challenge both <i>de jure</i> and <i>de facto</i> segregation and inequality in both the north and south • Throughout both periods, the majority of civil rights activists supported legal challenge with some elements of non-violent protest as the most effective method to achieve change, e.g. the NAACP • CORE was created before 1955 specifically to oppose segregation in public places by using direct action, e.g. interstate bus protests • It was really only from the mid-1960s that the aims and tactics of activists such as Malcolm X and the Black Panthers became more overtly radical • A tradition of black nationalism and separatism could be traced directly back to the teachings of Marcus Garvey in the 1920. <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 presidency was a time of 'deterioration and decline' in the advancement of black Americans in the USA.</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"> • The traditional civil rights movement lost membership and active supporters • Perceptions of black Americans, particularly young men, became more negative and Reagan's crime policies led to more of them going to prison • Standards of living for black Americans fell, particularly in the inner cities, with continued wage and employment inequalities • Social problems grew, with an increase in family breakdown, gang violence and drug use, creating an 'underclass' of black Americans with little hope. <p>Extract 2</p> <ul style="list-style-type: none"> • The advancement of black American civil rights continued with vigour and was in many ways revolutionary • There was a dramatic shift in social attitudes with overt racism no longer acceptable in public places or socially • In workplaces and the domestic environment, racial integration was overwhelmingly accepted according to opinion polls • More black Americans went to college and were employed in public services, skilled and professional jobs that were previously closed to them • Many black Americans became healthier and lived longer. <p>Candidates should relate their own knowledge to the material in the extracts to support the view that the Reagan presidency was a time of 'deterioration and decline' in the advancement of black Americans. Relevant points may include:</p> <ul style="list-style-type: none"> • The civil rights movement became less effective in mobilising black Americans as society became more individualistic in the 1980s [relevant to Extract 1] • Reagan's social policies in general, not just crime, and cutbacks in federal spending had a negative impact, particularly on inner city black American communities [relevant to Extract 1] • Despite public commitment to racial integration, many white Americans remained intolerant [relevant to Extract 2] • A combination of drug culture and poverty meant the spread of HIV/AIDs in the 1980s disproportionately affected the health of black Americans [relevant to Extracts 1 and 2].

Question	Indicative content
	<p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that the Reagan presidency was a time of deterioration and decline in the advancement of black Americans. Relevant points may include:</p> <ul style="list-style-type: none"><li data-bbox="368 282 1401 376">• The advance of black Americans in some areas was significant but only affected a minority; their gains led to statistical rather than real improvements in health and social welfare [relevant to Extracts 1 and 2]<li data-bbox="368 394 1347 488">• Black Americans became increasingly accepted into unionised skilled employment which had previously been closed to them [relevant to Extract 2]<li data-bbox="368 506 1401 600">• The civil rights movement leaders had become part of the political mainstream, e.g. Jesse Jackson, the establishment of Martin Luther King day [relevant to Extract 1]<li data-bbox="368 618 1406 745">• Additional supporting evidence, e.g. the emergence of an assertive black American rap culture, leading roles for black Americans in mainstream popular culture, black American sporting stars as role models for achievement.