



GCSE

HISTORY

8145/1A/D

Paper 1 Section A/D: America, 1920–1973 Opportunity
and inequality

Mark scheme

June 2020

Version: 1.0 Final



2 0 6 G 8 1 4 5 / 1 A / D / M S

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

0	1
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How does **Interpretation B** differ from **Interpretation A** about Roosevelt?

Explain your answer based on what it says in **Interpretations A** and **B**.

[4 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target

**Analyse individual interpretations (AO4a)
Analyse how interpretations of a key feature of a period differ (AO4b)**

Level 2:

Developed analysis of interpretations to explain differences based on their content

3–4

Students may progress from a simple analysis of interpretations with extended reasoning to explain the differences.

For example, Interpretation A argues that Roosevelt's policies damaged the economic freedom of Americans whereas Interpretation B says that Roosevelt's changes brought hope and confidence to people.

Level 1:

Simple analysis of interpretation(s) to identify differences based on their content

1–2

Students are likely to identify relevant features in each interpretation(s).

For example, Interpretation A says that Roosevelt had a bad effect on America whereas Interpretation B says that he had a good effect.

Students either submit no evidence or fail to address the question

0

0 2

Why might the authors of **Interpretations A** and **B** have a different interpretation about Roosevelt?

Explain your answer using **Interpretations A** and **B** and your contextual knowledge.

[4 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Analyse individual interpretations (AO4a)**
Analyse why interpretations differ (AO4c)

Level 2: **Developed answer analyses provenance of interpretation to explain reasons for differences** **3–4**

Students may progress from identification to explanation of the reasons for the differences in the interpretations supported by factual knowledge and understanding related to, for example, differences in provenance, context of their time of writing, place, previous experience, knowledge, beliefs, circumstances, and access to information, purpose and audience.

For example, Interpretation A is by someone who believed in laissez faire government and did not agree with the Alphabet Agencies that controlled how businesses should be run. Whereas, Reagan saw the benefits that the New Deal brought to ordinary people who had suffered during the Depression.

Level 1: **Simple answer analyses provenance to identify reasons for difference(s)** **1–2**

Students are likely to identify relevant reasons for the differences in each interpretation(s). Related to, for example, differences in provenance, context of their time of writing, place, previous experience, knowledge, beliefs, circumstances, access to information, purpose and audience.

For example, Interpretation B is taken from a speech celebrating Roosevelt's life so it will only contain positive comments. The title of Interpretation B reveals that Flynn did not support the idea that Roosevelt was a good president.

Students either submit no evidence or fail to address the question **0**

0	3
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Which interpretation gives the more convincing opinion about Roosevelt?

Explain your answer based on your contextual knowledge and what it says in **Interpretations A and B**.

[8 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Analyse individual interpretations (AO4a)**
Evaluate interpretations and make substantiated judgements in the context of historical events studied (AO4d)

Level 4: **Complex evaluation of interpretations with sustained judgement based on contextual knowledge/understanding** **7–8**

Extends Level 3.

Students may progress from a developed evaluation of interpretations by analysis of the relationship between the interpretations supported by factual knowledge and understanding.

For example, Interpretation A is convincing because there were critics at the time who argued that Roosevelt's New Deal was a form of dictatorship. They believed that it would make people unable to stand on their own feet because the government was providing so much support. Although this criticism came mainly from the Republic party there were also critics, such as Flynn, within the Democrats. The Supreme Court even ruled that some of the Alphabet Agencies were illegal because the Federal government was infringing on individual state rights.

Level 3: **Developed evaluation of both interpretations based on contextual knowledge/understanding** **5–6**

Extends Level 2.

Answers may assert one interpretation is more/less convincing.

Students may progress from a simple evaluation of the interpretations by extended reasoning supported by factual knowledge and understanding.

For example, Interpretation B is convincing because millions of people were inspired and helped by Roosevelt's willingness to spend money on 'relief, recovery and reform'. His campaign theme tune was 'Happy Days are here again' and he appealed to ordinary people with his promise to end the Depression. He created a sense of hope with his fireside chats and created alphabet agencies that made jobs.

Level 2: Simple evaluation of one interpretation based on contextual knowledge/understanding **3–4**

There may be undeveloped comment about the other interpretation.

Students may progress from a basic analysis of interpretations to simple evaluation, supported with factual knowledge and understanding.

For example, Interpretation A is convincing because many people criticised the New Deal for interfering with business and giving workers more rights. Trade Unions, minimum wages and maximum working hours all came at the expense of company profits.

Level 1: Basic analysis of interpretation(s) based on contextual knowledge/understanding **1–2**

Answers show understanding/support for one/both interpretation(s), but the case is made by assertion/recognition of agreement.

For example, Interpretation B is convincing because many people were happy with Roosevelt as their President. He was elected twice as during the 1930s.

Students either submit no evidence or fail to address the question **0**

0	4
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Describe two problems faced by immigrants to America in the 1920s?.

[4 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Demonstrate knowledge of the key features and characteristics of the periods studied (AO1a)**
Demonstrate understanding of the key features and characteristics of the periods studied. (AO1b)

Level 2: Answers demonstrate knowledge and understanding 3–4

Students may progress from a simple demonstration of knowledge about the issues identified with extended reasoning supported by understanding of, for example, the ways in which events were problematic.

One problem was that America was afraid that immigrants from Eastern Europe would bring communist ideas with them. During the Red Scare and ‘Palmer Raids’ thousands of people were arrested and deported for being suspected communists.

Another problem was the restrictions placed on the numbers of people allowed to enter America during the 1920s. Immigration Acts were passed that based permitted entry figures on quotas.

Level 1: Answers demonstrate knowledge 1–2

Students demonstrate relevant knowledge about the issue(s) identified which might be related.

For example, immigrants from Eastern Europe faced prejudice because they had different languages and culture from the earlier immigrants who had come from Northern Europe.

Students either submit no evidence or fail to address the question 0

0 5

In what ways were the lives of Americans affected by the economic boom of the 1920s?

Explain your answer.

[8 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Explain and analyse historical events and periods studied using second-order concepts (AO2:4)**
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)

Level 4: **Complex explanation of changes** **7–8**
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Extends Level 3.

Students may progress from a developed explanation of changes by explanation of the complexities of change arising from differences such as time, group, social and/or economic impact, supported by knowledge and understanding.

For example, the economic boom brought financial benefit to people's lives and this resulted in a change in lifestyle. The cycle of prosperity simultaneously provided employment and consumer demand to such an extent that a new modern culture emerged called the 'Roaring 20s'.

Level 3: **Developed explanation of changes** **5–6**
Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question

Extends Level 2.

Students may progress from a simple explanation by developed reasoning considering **two or more** of the identified consequences, supporting them by factual knowledge and understanding.

In addition to a Level 2 response, students make additional developed point(s).

For example, the lives of people were affected by the increased availability of mass-produced cars during the economic boom. Once Henry Ford used an assembly line to produce cars quickly and cheaply, demand soared. Car manufacturing also created jobs in the industries that supplied materials for cars such as leather, glass and rubber.

For example, share speculation made many people very rich. Ordinary people began to trade in shares by buying on the margin as prices continued to rise. The number of people making profit by owning shares rose by millions.

Level 2: Simple explanation of change **3–4**
Answer demonstrates specific knowledge and understanding that is relevant to the question

Students may progress from a basic explanation of change by using simple reasoning and supporting it with factual knowledge and understanding which might be related, for example, to **one** of the identified changes.

For example, people had more leisure time and disposable income so spent it at the cinema and in jazz nightclubs.

Level 1: Basic explanation of change(s) **1–2**
Answer demonstrates basic knowledge and understanding that is relevant to the question

Students identify change(s), which are relevant to the question. Explanation at this level is likely to be implicit or by assertion.

For example, people could buy more consumer goods such as radios.

Students either submit no evidence or fail to address the question **0**

0 6

Which of the following brought more change to American society after 1950:

- campaigns for civil rights and equality
- the actions of Presidents Kennedy and Johnson?

Explain your answer with reference to **both** bullet points.

[12 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Explain and analyse historical events and periods studied using second-order concepts (AO2:6)**
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:6)

Examiners are reminded that AO1 and AO2 are regarded as interdependent and when deciding on a level should be considered together. When establishing a mark within a level, examiners should reward three marks for strong performance in both assessment objectives; two marks may be achieved by strong performance in either AO1 or AO2 and one mark should be rewarded for weak performance within the level in both assessment objectives.

Level 4: **Complex explanation of both bullets leading to a sustained judgement** **10–12**
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Extends Level 3

Students may progress from a developed explanation of causation by complex explanation of the relationship between causes supported by factual knowledge and understanding and arriving at a sustained judgement.

For example, both factors worked in combination to cause change in society. The campaigns groups generated widespread publicity for their causes and this created pressure on politicians and the law making bodies. Presidents were motivated by the need to win elections and would not have made changes if it risked alienating voters.

Level 3: **Developed explanation of both bullets** **7–9**
Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question

Extends Level 2.

Students may progress from a simple explanation of causation with extended reasoning supported by developed factual knowledge and understanding.

For example, Civil Rights campaigns created more educational opportunities for African-Americans. The Brown v Board of Education of Topeka law suit in 1954 resulted in the banning of segregated schools. The Feminist movement achieved change in society by campaigning for equality in the law for women. This resulted in the Supreme court ruling that abortion was legal so that women were free to decide what happened to their own body.

For example, President Kennedy supported the Civil Rights movement by standing up to Southern politicians who were racist. He sent soldiers to protect a black student at Mississippi University. This helped to accelerate desegregation in education. The social welfare measures in President Johnson's 'Great Society' programme such as investment in education, housing and Medicare brought opportunities to African American because they were targeted at the lowest earners in society.

Level 2: Simple explanation of bullet(s) 4-6
Answer demonstrates specific knowledge and understanding that is relevant to the question

Students may progress from a basic explanation of causation by using simple reasoning and supporting it with factual knowledge and understanding.

For example, Martin Luther King led the Civil Rights Movement and he organised a non-violent march to Washington to protest about racial inequality and segregation in America. Hundreds of thousands of people took part and he made a speech called 'I have a dream' which became famous around the world. Other forms of non-violent protest included 'sit-ins' at segregated restaurants and 'Freedom Rides' in areas where buses had not been desegregated.

Level 1: Basic explanation of bullet(s) 1-3
Answer demonstrates basic knowledge and understanding that is relevant to the question

Students recognise and provide a basic explanation of one/both bullet points.

For example, the bus boycott created equality on public transport. President Johnson passed Civil Rights Acts in the 1960s.

Students either submit no evidence or fail to address the question 0