



# Mark Scheme (Results)

Summer 2019

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

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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 how accurate it is to say that, in the years 1917 – 55, there was very limited improvement in the lives of black Americans.</p> <p>The extent to which there was very limited improvement in the lives of black Americans in the years 1917 – 55 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• There was limited federal action to intervene in the position of black Americans in the Deep South throughout the period, where they faced discrimination in housing, education, employment and justice</li> <li>• Black Americans in the north still tended to live in separate areas, undertook lower skilled and lower paid work, and at times faced resentment and outbreaks of violence from whites</li> <li>• The New Deal did not, by and large, seek to challenge discrimination, and schemes such as the NRA and AAA can even be seen to have perpetuated or contributed to unequal treatment</li> <li>• Truman was unable to follow up his support for civil rights with regards to segregation in society, lynching or employment, being blocked by Congress over these</li> <li>• Surveys of attitudes after the Second World War demonstrated racist attitudes still existed in the north, particularly over housing and prioritising jobs.</li> </ul> <p>The extent to which there was improvement in the lives of black Americans in the years 1917-55 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The great migration saw over 1 million black Americans migrate from the South by 1930, the majority of whom saw some improvement in aspects of life such as reduced political discrimination or improved job opportunities</li> <li>• New Deal schemes such as the National Youth Organisation, CCC, WPA and Resettlement Administration offered material improvements to the lives of black Americans who took part</li> <li>• <b>FDR's Executive Order 8802 (1941) ended segregation in defence industries, and Truman's Executive Order 9981 (1948) desegregated the military</b></li> <li>• The renewed migration during the Second World War – larger scale than that of the 1920s – saw many black Americans gain higher paid and higher skilled work, and increased acceptance from white workers</li> <li>• The legal challenges brought by groups such as the NAACP (e.g. <i>Brown v Board of Education</i>), <b>and episodes such as the publicity over Emmett Till's brutal death</b>, had brought tangible gains by 1955.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
2	<p>Answers will be <b>credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme</b>. 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 1941 – 80, the impact of war and the Cold War brought about a decline in the confidence the nation had in the presidency.</p> <p>Ways in which, in the years 1941 – 80, the impact of war and the Cold War brought about a decline in the confidence the nation had 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 perception of setbacks in the Cold War hit presidential popularity across <b>the period, e.g. the 'loss' of China, concerns over the arms race in the 1950s or the unpopularity of Carter's conciliatory approach in the late 1970s</b></li> <li>• <b>Truman's reticence with the media over Korea increased media speculation and criticism, and the playing out of political arguments over issues such as the scale of involvement or MacArthur's sacking was detrimental</b></li> <li>• <b>Events such as the My Lai massacre or difficulties in the 'planned withdrawal' led to criticism of individual presidents such as Johnson and Nixon</b></li> <li>• <b>Reports of Nixon's secret bombing of Cambodia led to the passing of the War Powers Resolution, placing Congressional restraint on the presidency's military authority.</b></li> </ul> <p>Ways in which, in the years 1941-80, the impact of war and the Cold War did not bring about a decline in the confidence the nation had in the presidency should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• <b>Roosevelt's popularity was largely unchanged through his conduct of the USA's involvement in the Second World War</b></li> <li>• <b>Truman's commitment to</b> the potential need for actual military intervention in the Cold War, with the Truman Doctrine, was essentially well received</li> <li>• Eisenhower was given credit for his management of the end of the Korean War, and his efforts to avoid an escalation of the Cold War in subsequent incidents such as those concerning Hungary or Cuba</li> <li>• Kennedy did not see a loss of confidence over his intervention in Vietnam, and his military blockade of Cuba received popular support</li> <li>• <b>Nixon's 'silent majority' speech of 1969 demonstrated the</b> continued support for the Vietnam War, with 77 per cent in support of his policy.</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 how far they agree that developments in popular culture, in the years 1917–45, had an overwhelmingly positive influence on American society.</p> <p>Ways in which developments in popular culture, in the years 1917–45, had an overwhelmingly positive influence on American society should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Positive influence is shown by <b>society's popular reception towards these</b> developments, e.g. increase in record sales; weekly cinema tickets sales of over 80m by 1930, and similar figures at the end of the Second World War</li> <li>• Popular music began to break down social barriers, e.g. the African-American influence in jazz</li> <li>• Cinema brought affordable entertainment and saw the development of screen idols amongst cinemagoers</li> <li>• Developments such as radio brought the world into the homes of ordinary Americans, increasing access to drama, news, sports coverage and awareness of contemporary society</li> <li>• Development of national culture led to a shared experience welcomed by many, e.g. programmes such as <i>The Lone Ranger</i>, <i>Guiding Light</i> and the popular yet controversial <i>Amos 'n' Andy</i> were broadcast across the USA.</li> </ul> <p>The extent to which developments in popular culture in the years 1917–45 did not have an overwhelmingly positive influence on American society should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• A reaction from some sections of society against the perceived immoral influence of behaviour portrayed in films led to Hollywood studios introducing the Hays Code of 1930</li> <li>• Racial minorities were either marginalised or stereotyped in Hollywood films, e.g. the savagery of Arabs (<i>The Sheik</i>), Asians (<i>Fu Manchu</i>) and Native Americans (<i>Stagecoach</i>)</li> <li>• Some Americans saw the developments as leading to the creation of a homogenised mass culture based around consumerism</li> <li>• Developments were also put to less positive uses and influences, e.g. the <b>KKK's use of</b> <i>The Birth of Nation</i> as a recruitment tool, or Father <b>Coughlin's</b> use of radio to promote anti-Semitic views</li> <li>• Cultural divisions were evident in popular culture, e.g. seen in HL <b>Mencken's divisive reporting</b> of the Scopes Trial in the 1920s.</li> </ul> <p>Other relevant material must be credited.</p>



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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 feature improving the quality of life in the USA, in the years 1917–80, was the development of a car-owning culture.</p> <p>Ways in which the development of the car-owning culture was significant in improving the quality of life in the USA in the years 1917 – 80 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The car had brought a degree of mass-motoring to the USA with over 20 million on the road by the late 1920s, over 40 million by the 1950s and over 121 million by 1980</li> <li>• The growth of car ownership helped facilitate the expansion of suburban living, most evident from the 1950s</li> <li>• Car ownership expanded travel and leisure activities, from drive-in movie theatres and restaurants to shopping malls and motels</li> <li>• The automobile was important in improving material prosperity through the central role it played in manufacturing, including those directly employed, in associated industries, and in developing manufacturing processes</li> <li>• The car took on symbolic significance in American culture, with car ownership being a measure of economic status.</li> </ul> <p>Ways in which the development of the car-owning culture was not significant and/or how other issues were significant in improving the quality of life in the USA in the years 1917-80 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Negative impacts of the car included the rise in road traffic accidents, and the growing problem of congestion and pollution</li> <li>• The dominance of a car-owning culture led to a decline of alternatives to the car, hindering the life of the minority who could not afford a car</li> <li>• Other consumer goods such as the television were significant, with the massive expansion of use from the 1950s bringing entertainment into the <b>home and shaping a 'stay at home' lifestyle</b></li> <li>• Changing economic conditions shaped the quality of life, e.g. the boom of the 1920s, or the widening affluence felt from the 1950s</li> <li>• Government anti-poverty policies helped improve economic conditions and <b>hence quality of life, e.g. Johnson's Great Society measures.</b></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.</p> <p>Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that that the Reagan presidency cannot be given credit for revitalising American politics.</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>• The disjunction between <b>fact and fiction in Reagan's claims</b></li> <li>• The involvement of Reagan and members of his administration in the Iran-Contra affair</li> <li>• <b>The consequences of Reagan's approach in leading to a decline in the standard of American political discourse</b></li> <li>• The gap between Reagan's <b>personal popularity and support for his policies</b></li> <li>• <b>The impact Reagan's approach had on Congress' ability to play an effective role in the governmental process.</b></li> </ul> <p>Extract 2</p> <ul style="list-style-type: none"> <li>• <b>Reagan's own perception of his 'revolution' as being a 'rediscovery' of America's traditional values</b></li> <li>• The impact Reagan had in shaping subsequent political, economic and cultural discourse</li> <li>• The Democrats' <b>embrace of many aspects of Reagan's approach</b></li> <li>• The <b>restoration of America's 'self-confidence' and 'optimism'</b></li> <li>• Success in ending the Cold War and establishing Reaganite capitalism across the globe.</li> </ul> <p>Candidates should relate their own knowledge to the material in the extracts to support the view that the Reagan presidency cannot be given credit for revitalising American politics. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Revitalisation is limited with regards to the failure to tackle the budget deficit, the limited success in reducing government spending and problems in the stock market and financial sector from 1987</li> <li>• The Iran-<b>Contra affair dented Reagan's popularity</b> and leadership, with his approval rating falling from 67 per cent to 46 per cent</li> <li>• <b>Reagan's emphasis on limited government led to a weakening in the institutional capacity of government in areas such as environmental control</b></li> <li>• <b>Reagan's attempts to reduce federal intervention cut welfare disproportionately from poorer citizens, increasing social and political division</b></li> <li>• <b>Whilst accepting part of Reagan's agenda, Bill Clinton's 'New Democrats'</b></li> </ul>

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	<p>were successful in offering support to areas not revitalised.</p> <p>Candidates should relate their own knowledge to the material in the extracts to counter and/or modify the view that the Reagan presidency cannot be given credit for revitalising American politics. 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, restoring public <b>confidence in the federal government's steering of the economy</b></li> <li>• <b>Reagan's personal approval rating reached 59</b> per cent by 1984, and he had the third highest average approval rating for a second term (55.3 per cent) of all presidents since regular ratings began with Truman</li> <li>• <b>Reagan's bipartisan cooperation with House Democrats avoided gridlock</b> and led to the passage of significant legislation, such as reform of Social Security and the Tax Code, a legacy that was followed under Clinton</li> <li>• <b>The Reagan administration's successful ability to present even policy setbacks or late changes in direction as victories</b> contributed to public optimism and trust in the office.</li> </ul> <p>Other relevant material must be credited.</p>