

Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCE in History (8HI0)
Paper 1F

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 last candidate in exactly the same way as they mark the first.
- 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.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- 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.
- For questions targeting AO2, candidates must not be credited for citing information in the preamble.

How to award marks

Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use their professional judgement to decide which level is most appropriate.

Placing a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the uppermiddle mark if there is an even number of marks) and then move the mark up or down to find the best mark.

To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

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 | 1–4 | <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 | 5–10 | <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 question. • Mostly accurate and relevant knowledge is included, but it 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 | 11–16 | <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 | 17–20 | <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. |

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 | 1–4 | <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 | 5–10 | <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 on the view is given, but with limited support and related to the extracts overall, rather than specific issues |
| 3 | 11–16 | <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 | 17–20 | <ul style="list-style-type: none">• Demonstrates understanding of the extracts, analysing the issues of interpretation raised 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 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. |

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 about whether federal legislation was the main reason for improvements in black American civil rights in the years 1955-80.</p> <p>The importance of federal legislation in bringing improvements in black American civil rights in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Johnson's Civil Rights Act of 1964, Voting Rights Act of 1965 and the 24th Amendment enforced the civil and political rights promised in the 19th century• The Civil Rights Act of 1968 outlawed discrimination in the sale, rental or finance of housing (Fair Housing Act)• Eisenhower's Acts of 1957 and 1960 may be credited as attempts to improve voter registration. <p>The importance of other factors in bringing improvements in black American civil rights in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The role of peaceful protests such as those seen at Montgomery, Little Rock and Greensboro• The role of leaders such as Martin Luther King (SCLC), James Farmer (C.O.R.E) and Malcolm X (Nation of Islam)• Supreme Court rulings such as Brown II (1955) and Swann v. Charlotte-Mecklenburg Board of Education (1971). <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 over the extent to which government unpopularity was the main consequence of US involvement in the Vietnam War in the 1960s and 1970s.</p> <p>The extent to which government unpopularity was the main consequence of US involvement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Events such as the Tet Offensive and My Lai massacre led to open questioning of Johnson's commitment to intervention • By March 1968, Johnson's approval ratings were down to 26%, and the impact of this may be argued as influential in his decision to not stand for re-election in 1968 • Developments under Nixon, such as growing anti-war demonstrations, the reaction to the Pentagon Papers or the War Powers Act of 1973. <p>The importance of other consequences of US involvement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The impact on morale in the armed forces and perceptions of US military power • The economic consequences of the war, with growing inflation and the gold crisis of 1968 • The pressure placed on domestic reforms such as Johnson's Great Society programme. <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 extent to which the position of American women changed in the years 1917-80. In considering the extent of change, the significant features of the role of women in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• More than 8 million women voted as a result of the 19th Amendment• Women worked in significant numbers during both wars, with a change in the nature of work undertaken• The high-sales of works by feminists such as Betty Friedan and the formation of the National Organisation of Women (1966). <p>In considering the extent of continuity, the significant features of the role of women should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The limited progress of women in active politics, only 2 out of 435 delegates in the House of Representatives in 1928• Where women did work, this was usually lower in status and pay, e.g. 90% of professional positions were still filled by men in 1940• The failure to ratify the Equal Rights Amendment in the 1970s. <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 how far the response to fears of communist influence in the period after the First World War was different from the response in the period after the Second World War.</p> <p>The extent to which the response to fears of communist influence was different should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The second red scare saw a wider and longer-lasting response from the authorities, from Senate hearings down to investigations at various levels • The second red scare had greater political implications, and led to a greater federal response (e.g. Truman's loyalty programme) • It can be argued that the second red scare was a response to genuine infiltration, with prosecutions (e.g. Hiss and the Rosenbergs), whereas there was little substance behind the deportations of the first red scare in 1919-20. <p>The extent to which the response to fears of communist influence remained the same should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Both red scares led to responses which can be typified as apparent witch hunts led by authority figures (Mitchell Palmer and Senator McCarthy) • Both responses led to hundreds of effectively innocent people being implicated, with the arrests and deportations in the first, and job losses and blacklisting in the 1950s • Both can be argued to have produced a level of public and media hysteria which ultimately died away as the limited credibility of accusations were revealed. <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 view that Reagan's economic policies damaged the US economy. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion.</p> <p>In considering the given view, 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 impact upon interest rates, business investment and long-term growth• Problems relating to foreign investment and trade deficits• The consequences of the growth of national debt with regards to interest payments and thus government spending. <p>Extract 2</p> <ul style="list-style-type: none">• The fall in the rate of inflation• The creation of jobs and the wider economic recovery• The effects of the Economic Recovery Tax Act (1981). <p>Candidates should use their own knowledge of the issues to address ways in which Reagan's economic policies damaged the US economy. Relevant points may include:</p> <ul style="list-style-type: none">• 1981-2 saw a deep recession, in part a result of the Federal Reserve raising interest rates to 21.5%• By 1982, unemployment had risen to 10.8%, with consequences for unemployment benefits and tax take• The national debt went from \$800 million to \$1.5 trillion in the years 1981-84, with a budget that consistently ran a deficit of 5% every year up to 1996. <p>Candidates should use their own knowledge of the issues related to the debate to counter the view that Reagan's economic policies damaged the US economy. Relevant points may include:</p> <ul style="list-style-type: none">• From 1983, a recovery was underway, with inflation down to 3.2% (from over 10% in 1981) and a growth rate of around 5-7% in late 1983-4• The electoral campaigns of Reagan in 1984 and Bush in 1988 played on economic prosperity; the success of these may be used to examine the public's reception to Reagan's policies• Federal deregulation of markets and lending can be argued to have contributed to later booms, e.g. under Clinton to 1996. <p>Other relevant material must be credited.</p> |