



# Mark Scheme

Summer 2017

Pearson Edexcel  
GCE In History (9HI01) Paper 1F  
Advanced

Unit 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.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

*i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*

*ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*

*iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

## 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.
<b>1</b>	<b>1–3</b>	<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>
<b>2</b>	<b>4–7</b>	<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>
<b>3</b>	<b>8–12</b>	<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>
<b>4</b>	<b>13–16</b>	<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>

Level	Mark	Descriptor
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>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 New Deal brought about a significant improvement in the lives of racial minorities and women.</p> <p>The extent to which the New Deal brought about a significant improvement in the lives of racial minorities and women should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• A special woman's division was created within FERA, with Ellen Woodhead appointed to head a team with individuals in each state devoted full-time to tackling the issue of women's unemployment</li><li>• At its peak, the WPA employed 460,000 women in 1936</li><li>• The Fair Labor Relations Act led to more than 800,000 women joining unions by the end of the 1930s</li><li>• John Collier's appointment as Commissioner of Indian Affairs led to the introduction of the 'Indian New Deal', allowed tribes greater autonomy over their own affairs as well as providing greater funding</li><li>• From 1935, more attention was given to removing racial discrimination within the New Deal; the WPA taught 250,000 black Americans to read and write, and Mary McLeod Bethune was appointed as Director of Negro Affairs within the NYA.</li></ul> <p>The extent to which the New Deal brought little or no improvement in the lives of racial minorities and women should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Sectors where women and black Americans were employed in high proportions, such as secretarial, domestic work and agriculture, were often left outside the reach of legislation such as the Fair Labor Standards Act (1938) or the Social Security measures introduced from 1935 onwards</li><li>• Cuts in employment at federal, state and city level to achieve budget savings disproportionately hit the employment of women, such as teachers</li><li>• Legislation such as the NIRA enshrined pay inequalities suffered by both women and racial minorities</li><li>• The TVA barred black Americans from higher-paying construction and management work</li><li>• The number of black Americans enrolling in the CCC was limited prior to 1936.</li></ul> <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 extent to which it was the actions of civil rights leaders that explain the increased success of the civil rights campaign in the years 1955-68.</p> <p>The extent to which the actions of civil rights leaders explain the increased success of the civil rights campaign in the years 1955-68 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Martin Luther King's role across the period, from his leadership of MIA, the formation of SCLC through to the Selma to Montgomery marches (1965) and beyond</li> <li>• King made a significant contribution to the legislation of 1964 and the 1965 Voting Rights Act</li> <li>• The role of Malcolm X, with the development of black militancy</li> <li>• Stokely Carmichael's efforts as leader of SNCC, developing the Black Power movement and working with radical white organisations in the anti-draft campaign (Vietnam).</li> </ul> <p>The extent to which other factors explain the increased success of the civil rights campaign in the years 1955-68 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• President Kennedy's support for the movement, such as the Civil Rights Bill</li> <li>• The passing of the Civil Rights Act (1964) and the Voting Rights Act (1965) under President Johnson</li> <li>• The impact of Supreme Court rulings, such as Brown II (1955)</li> <li>• The contribution made by grassroots activists, groups such as the ACLU and increasing public support for the cause</li> <li>• The impact of the media in bringing wider attention to the issue, particularly with the growth of television news reporting.</li> </ul> <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 impact that the Second World War had on American politics and society was very different from that of the First World War.</p> <p>The extent to which the impact of Second World War was very different from that of the First World War should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Women gaining the vote after the First World War, with no directly comparable gain in political rights after the Second World War</li><li>• The First World War produced majority support for the Republican policy of a return to 'normalcy', whereas the period after the Second World War broadly saw support for Democrat Party policies in line with the New Deal ethos</li><li>• The number of Americans in service in WWII were significantly higher than in WWI, as were casualties (16 million served, over 400,000 killed in WWII, compared to 4.35 million and under 117,000 in WWI)</li><li>• The reaction against immigration after the First World War was not repeated after the Second World War</li><li>• The Second World War saw a significant enhancement in the powers of the presidency which had not been seen after the First World War.</li></ul> <p>The extent to which the impact of Second World War was similar to that of the First World War should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• After both wars, many women who had contributed by working in industry lost their jobs</li><li>• After initial economic slumps soon afterwards, both wars saw economic booms which impacted upon living standards</li><li>• The threat of political radicalism was an issue after both wars, e.g. the Red Scares</li><li>• Both wars produced some degree of social improvement for black Americans</li><li>• Both wars saw significant migration, e.g. of black Americans migrating north, with political consequences.</li></ul> <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 extent to which living standards in the USA were transformed for the better in the years 1941-80.</p> <p>Ways in which living standards in the USA were transformed for the better in the years 1941-80 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Average family incomes more than doubled in the period from 1945 to the 1970s</li> <li>• The continued growth of car ownership and commercial air travel, with airline passenger numbers approaching 300 million by 1980</li> <li>• Changes in housing, such as the growth of the suburbs, with developments such as Levittowns from the 1950s and home ownership reaching 62% by 1960</li> <li>• The expansion of the consumer society, including mass television ownership, and the increased consumer spending of the 'baby boomers' and growing teenage market.</li> </ul> <p>Ways in which living standards in the USA were not transformed for the better in the years 1941-80 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Over 10% of Americans and 40% of black Americans continued to live below the poverty line in the late 1960s, with increasing polarisation of life in some inner cities and the more prosperous suburbs</li> <li>• Whilst well intentioned, the federal anti-poverty programmes from the 1960s did not overcome the problems of the poorest in society</li> <li>• Whilst America generally saw significant growth from the 1940s through to the early 1970s, living standards in areas such as the rural south were not transformed</li> <li>• Whilst black Americans saw some reduction in poverty and the like, largely from the 1960s, significant gaps (when compared to all Americans) remained in employment, income and wealth throughout the period.</li> </ul> <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 failed to live up to its own claims to reduce 'big government'.</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 Reagan slogan against big government was more rhetoric than reality, leaving welfare spending barely reduced</li><li>• The increase in deficit financing and the resulting growth of the structural deficit</li><li>• A lack of willingness to challenge the central aspects of big government, such as Medicare and Social Security</li><li>• The costs imposed upon taxpayers due to the expansion of the military.</li></ul> <p>Extract 2</p> <ul style="list-style-type: none"><li>• Reagan amassed a combination of voter support for a presidency from 1980 onwards which stood against big government</li><li>• The coalition produced a Republican Congress which was largely able to block government expansion in the early 1990s</li><li>• The contrast drawn between the Reagan coalition and George Bush, with reference to the 1990 tax increase</li><li>• This coalition reversed and replaced previous trends (in the face of opponents who portrayed this as "gridlock").</li></ul> <p>Candidates should relate their own knowledge to the material in the extracts to support the view that the Reagan presidency failed to live up to its own claims to reduce 'big government'. Relevant points may include:</p> <ul style="list-style-type: none"><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>• Despite Bush's promise of 'Read my lips: no new taxes', he had to agree to tax increases as part of the 1990 budget in order to tackle the continued issue of government spending and deficits</li><li>• Government assistance for corporations and agribusiness amounted to \$80 billion a year by the end of the first term</li><li>• The Reagan administrations saw an increase in federal employment, both in absolute and relative terms, when compared to either the Carter or Clinton administrations.</li></ul> <p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that the Reagan presidency failed to live up to its own claims to reduce 'big government'. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The Reagan administration did remove some regulation, and new regulation, such as the Food Security Act of 1985, was driven by Congress rather than the president</li></ul>

Question	Indicative content
	<ul style="list-style-type: none"><li data-bbox="370 197 1349 289">• 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 data-bbox="370 296 1349 388">• The period of 1981-2 saw significant budget cuts, and Reagan's legacy (as argued by Extract 2) can be seen in the budget cuts of the Republican Congress headed by Gingrich and Dole from 1995</li><li data-bbox="370 394 1349 474">• Reagan's tax cuts can be seen to have produced significant growth, but were being diluted as early as 1982-3 in the face of public concern over rising deficits.</li></ul>

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