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## Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCE  
In History (9HI0/1F)

Paper 1: Breadth study with interpretations

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>

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 campaigns for minority rights had limited success in the years 1960-80.</p> <p>The extent to which the campaigns for minority rights had limited success in the years 1960-80 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The underlying social and economic discrimination amongst minorities remained despite the campaigns, particularly poverty</li><li>• The turn towards more radical groups advocating increased direct action, such as the Brown Berets and AIM was indicative of the limited success of earlier campaigns, and in turn descended into violence and factionalism</li><li>• Native Americans campaigns had limited impact on the everyday life, as they continued to experience high levels of social and economic deprivation, and faced continued discrimination in practice</li><li>• Poverty and educational discrimination continued against Hispanic Americans despite campaigns, e.g. average incomes were still approximately two-thirds those of white Americans, fewer gained high school diplomas</li><li>• The occurrence of events such as the Stonewall riots indicate anti-discrimination campaigns had had limited impact</li><li>• Discrimination over sexual orientation remained a feature of American society, and the increasing influence of the Religious Right saw a pushback against the gay rights movement.</li></ul> <p>The extent to which the campaigns for minority rights had success in the years 1960-80 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The various organisations advocating minority rights, e.g. NCAI, MAPA and UFW saw a growth in active and wider public support</li><li>• The influence of minority rights on mainstream politics grew, e.g. Harvey Milk's prominence, Bobby Kennedy's support for Chavez, and the Democratic Party inclusion of gay rights in the 1980 election manifesto</li><li>• Campaigns contributed to legislative changes which brought improvements to the social position of minorities, e.g. the Civil Rights Acts of 1964 and 1965, and the Indian Civil Rights Act 1968</li><li>• Campaigners had success in gaining acceptance of Native Americans right to a cultural identity, and helped gain control over federal aid programmes and education with the 1975 Indian Self-Determination Act</li><li>• Campaigns by Hispanic Americans brought improvements such as increased local level political participation and better treatment in the workplace</li><li>• Gay rights campaigns brought about greater awareness of, and challenges to,</li></ul>

discrimination on the grounds of sexual orientation.

Other relevant material must be credited.



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 anti-communism was the most significant influence on the political landscape in the years 1917-80.</p> <p>The extent to which anti-communism was the most significant influence on the political landscape in the years 1917-80 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Anti-communism during the 1920s at the time of the first Red Scare, e.g. concerns over loyalty of suspected communist sympathisers from immigrant backgrounds contributed to the passing of policies to limit immigration</li> <li>• Anti-communism, particularly during the period after the Second World War, led to a climate of fear and a restriction of liberties, reversing the prevailing ideas of the 1930s</li> <li>• The second Red Scare significantly influenced the president and federal government, e.g. Truman's Executive Order 9835, the policies of the 80<sup>th</sup> Congress and Eisenhower's subsequent strengthening of these measures</li> <li>• Anti-communism had a significant impact in elections, e.g. it featured as an issue in the campaigns during presidential elections in 1920 and 1952, contributing to Nixon's gaining the Vice Presidency in the latter</li> <li>• Cold War concerns over communism united Republican and Democratic politicians, e.g. no Senator publicly backed softening the approach taken towards the USSR and China in the 1950s and early 1960s</li> <li>• Anti-communist groups were a persistent feature of US politics, e.g. the various iterations of the Committee for Present Danger ran from 1950s to the end of the period, including influential political and military figures.</li> </ul> <p>The extent to which anti-communism was not the most significant influence and/or other influences on the political landscape were more significant in the years 1917-80 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The influence of anti-communism may be seen as temporary and exaggerated, during two relatively short periods, which saw hysteria die away as the limited credibility of accusations were revealed</li> <li>• Republican laissez faire ideas, based around appeals to a return to 'normalcy', with reduced government and isolationism, dominated US politics throughout the 1920s</li> <li>• New Deal ideas marked a significant reversal in approach, with a growing acceptance of the potential for government intervention from the 1930s which was influential through to the 1970s</li> <li>• There was a growing influence of liberal and counter-culture attitudes, bringing change to party politics and policy</li> <li>• Conservative influences were significant in the 1960s and 1970s, e.g. conservatives</li> </ul>

gained influence, e.g. in attacking LBJ's failures, Nixon's successes, and the conservative reaction of the late 1970s

- The rise of New Right ideas, largely from the 1970s, saw an attempt to restore traditional values such as individualism and the influence of religious morality within the US political landscape.

Other relevant material must be credited.

## Section B: indicative content

Question	Indicative content
<b>3</b>	<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 government policies were the main force behind growing affluence in the years 1917-80.</p> <p>The extent to which government policies were the main force behind growing affluence in the years 1917-80 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Republican laissez faire policies in the 1920s made a significant contribution to the growing affluence, through lower taxes and reduced business regulation which allowed the economy to grow</li><li>• Government policies under Roosevelt in the 1930s made significant contribution to America's recovery and the quality of life of ordinary Americans, e.g. the rescue of banking, or employment provided by the WPA</li><li>• Policies arising out of the war, such as the Selective Serviceman's Readjustment Act ('GI Bill', 1944) contributed to affluence with the expansion of college education and home and business ownership</li><li>• Truman's commitment to enact the principles of FDR's proposed 'Economic Bill of Rights' led to some measures that contributed to improved living standards, i.e. veteran's benefits or the Housing Act of 1949</li><li>• Eisenhower oversaw government policies which allowed the market economy to flourish with low unemployment and inflation, and showed a willingness to use government spending when necessary, e.g. the Federal Aid Highway Act</li><li>• JFK's New Frontier and LBJ's Great Society programmes sought to broaden affluence to groups who had not fully shared in America's economic growth through a range of measures, e.g. the Economic Opportunity Act of 1964.</li></ul> <p>The extent to which other factors were behind growing affluence in the years 1917-80 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Business innovation was crucial to 1920s prosperity, e.g. mass production created affordable consumer goods and relatively well-paid employment, developments in banking enabled hire purchase and home ownership</li><li>• The reinvigoration of US industry came as a result of wartime demand, ending the Great Depression with GNP more than doubling to \$214 billion in the years 1939-45</li><li>• Post-war consumer prosperity resulted from pent-up savings, higher wages and disposable income, with the economy buoyed by favourable trading conditions which saw huge US exports of goods, and, in the 1950s, oil</li><li>• Consumption grew in the 1950s and 1960s as a result of continued technological innovation in goods produced and the promotion of goods through media such as television increased consumption</li><li>• Innovation in technology, business and finance contributed to affluence from the</li></ul>

1950s-70s, e.g. increases in home ownership, amenities such as air conditioning and equipment such as colour televisions.

Other relevant material must be credited.

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 the position of women changed considerably in the years 1917-80.</p> <p>The extent to which the position of women changed considerably in the years 1917-80 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Significant political change was evident, e.g. more than 8 million women voted as a result of the 19th Amendment</li> <li>• Both wars saw significant change, e.g. women worked in significant numbers with a change in the nature of work undertaken, and war impacted on the expectations of women who had tasted life outside the home</li> <li>• There were significant social and cultural changes, e.g. the massive increase in the use of cosmetics saw the industry grow from \$17m per year in 1920 to \$200m in 1930</li> <li>• The 1960s saw changes such as the gains in terms of material wellbeing and the ideal role as a result of increased suburban living, or the impact of the availability of the contraceptive pill</li> <li>• The high sales of works by feminists such as Betty Friedan and the formation of the National Organisation for Women (1966) indicate changing ideas regarding the position of women</li> <li>• The 1970s saw gains resulting from legislation and judicial decisions, e.g. the Educational Standards Act (1972) and the decision in Roe v Wade (1973).</li> </ul> <p>The extent to which the position of women did not change in the years 1917-80 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The limited progress of women in active politics, only 2 out of 435 delegates in the House of Representatives in 1928 and women always numbered fewer than 4 per cent of delegates</li> <li>• Where women did work, this was usually lower in status and pay, e.g. men still filled over 90 per cent of professional positions in 1941, while studies in various states in the 1970s revealed that a pay gap of c20 per cent persisted</li> <li>• In practice, women's experience of suburban living from the 1950s still amounted to the status of a housewife</li> <li>• The failure of a sufficient number of states to ratify the Equal Rights Amendment in the 1970s meant it did not become law, demonstrating the limitations of change</li> <li>• The USA did not sign up to the United Nations 1979 policy of non-discrimination against women across all aspects of life.</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 had a significant impact in shaping America for the better.</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>• Reagan's influence was far-reaching and positive</li><li>• Subsequent administrations either stuck to, or did not challenge key Reaganite policies such as low taxation or minimal federal intervention</li><li>• Inflation fell whilst employment grew</li><li>• The majority of Americans were better off and had more opportunities.</li></ul> <p>Extract 2</p> <ul style="list-style-type: none"><li>• The Reagan government failed to intervene in, and even caused, cases of significant suffering</li><li>• The Reagan administration heavily favoured the wealthy over the underprivileged</li><li>• Many of those appointed by Reagan were involved in corruption or scandal</li><li>• The poor and black Americans suffered at the hands of the criminal justice system.</li></ul> <p>Candidates should relate their own knowledge to the material in the extracts to support the view that the Reagan presidency shaped America for the better. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Reagan inherited social security costs which were 21 per cent of the budget (dwarfing military spending), growing 3.5 per cent each year, a supposedly self-funded issue that successive Congresses failed to tackle</li><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 confidence in the federal government's steering of the economy</li><li>• Reagan's bipartisan cooperation with House Democrats avoided gridlock 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>• The 1986 Tax Reform Act effectively removed the working poor from federal income taxation, and the expansion of the Earned Income Tax Credit reached 19 million low- and middle-income American families by 1996.</li></ul>

Question	Indicative content
	<p data-bbox="300 282 1390 387">Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that the Reagan presidency shaped America for the better. Relevant points may include:</p> <ul data-bbox="316 409 1406 896" style="list-style-type: none"><li data-bbox="316 409 1406 515">• The Reagan administrations failed to tackle the budget deficit, had limited success in reducing government spending and oversaw problems in the stock market and financial sector from 1987</li><li data-bbox="316 544 1406 618">• Reagan's emphasis on limited government led to a weakening in the institutional capacity of government in areas such as environmental control</li><li data-bbox="316 647 1406 752">• Attempts to shift from welfare to workfare left many on incomes below benefit levels, and were additionally hampered by issues such as inadequate childcare provision</li><li data-bbox="316 781 1406 896">• By the mid-1980s, the number of families eligible yet unable to find social housing had grown to over 3.7 million, with federal spending on housing falling by over two-thirds during the Reagan era.</li></ul>

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