
GCSE
HISTORY
8145/1A/D

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

Mark scheme

June 2023

Version: 1.0 Final



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 the lives of African-Americans in the USA during the 1950s and 1960s?

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
	<p>Students may progress from a simple analysis of interpretations with extended reasoning to explain the differences.</p> <p>For example, Interpretation B says that African-Americans had good lives and did not experience racial prejudice in NASA; skin colour did not matter because people were valued for their intellect and the work they did. Whereas Nash felt that her freedom and safety were constantly under threat because she was black.</p>	
Level 1:	Simple analysis of interpretation(s) to identify differences based on their content	1–2
	<p>Students are likely to identify relevant features in each interpretation(s).</p> <p>For example, Interpretation B says that African-Americans were treated well but Interpretation A says that African-Americans were forced to obey segregation laws which made them feel scared and inferior.</p>	
	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 the lives of African-Americans in the USA during the 1950s and 1960s?

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, Johnson had a good life in the 1950s and 1960s because she had a well-paid professional job and she was respected as her work was of national importance. Her book was written to inspire young people to have aspirations, so she gives a positive account of her life. Whereas Nash, having experienced greater equality in the North, was angry about life for African-Americans in the 1950s and 1960s in the South.

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, the interpretations are written by people who lived in different areas of America. Racial segregation and prejudice was worse in the Deep South.

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

0 3

Which interpretation gives the more convincing opinion about the lives of African-Americans in the USA during the 1950s and 1960s?

Explain your answer based on your contextual knowledge and what is 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
	<p>Extends Level 3.</p> <p>Students may progress from a developed evaluation of interpretations by analysis of the relationship between the interpretations supported by factual knowledge and understanding.</p> <p>For example, Interpretation B is not convincing because Johnson’s positive experience of racial equality is not a common example of life for professional African-American people in the 1950s and 1960s. The frightening experiences described in Interpretation A were even felt by Martin Luther King; his house was bombed during the Montgomery Bus Boycott.</p>	
Level 3:	Developed evaluation of both interpretations based on contextual knowledge/understanding	5–6
	<p>Extends Level 2.</p> <p>Answers may assert one interpretation is more/less convincing.</p> <p>Students may progress from a simple evaluation of the interpretations by extended reasoning supported by factual knowledge and understanding.</p> <p>For example, Interpretation A is more convincing because, like Nash, many students got involved in Direct Action campaigns. They organised sit-ins by students at ‘white only’ sections of restaurants. This attracted damaging publicity for ‘Jim Crow’ segregation because the students were arrested for refusing to leave. Whereas, Interpretation B is a more unusual example of the lives of African-Americans in the USA at that time.</p>	

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 Nash says she was scared. Any attempts to fight back against segregation, such as the students who tried to go to Little Rock High School, were met with violence and hostility.

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 A is convincing because African-Americans did have to follow segregation laws in schools and on public transport.

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

0	4	Describe two problems faced by Americans because of McCarthyism.	[4 marks]
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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 McCarthy created fear with his accusations that people were communist supporters. This led to a type of ‘witch hunt’ for something that did not really exist. Despite having no real evidence, McCarthy used the HUAC to start investigations into people.

Another problem was that even though people were not members or supporters of the Communist party, the disgrace of being accused forced them out of their jobs and made it hard to find employment again. Charlie Chaplin had to leave the country to find work after he was accused.

Level 1: **Answers demonstrate knowledge** **1–2**

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

For example, McCarthy made people afraid that hundreds of communist spies were working in the US government.

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

0	5
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In what ways were the lives of American people affected by the Depression?

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 Depression of the 1930s was so severe that it affected all levels of society. Even rich and professional people suffered because of unemployment and from having their homes reclaimed by banks. The widespread business failure rate affected managers as well as shop floor staff.

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, people’s lives were affected because the banking system collapsed. Banks lost money when they tried to reclaim loans because their customers could not afford to pay. Furthermore, people lost their savings because banks had used clients’ money to lend to other clients to speculate on the stock market. When the stock market crashed, everyone’s money was lost.

For example, American people experienced a change from ‘laissez faire’ government to one that was highly involved in peoples’ lives. Americans needed Roosevelt’s New Deal to restore the economy after the Depression

and create jobs. Unemployment and poverty were so widespread throughout America that help was needed at a federal, not state, level. Roosevelt funded the Alphabet Agencies to provide relief recovery and reform.

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, as the Depression spread through society, farmers could not sell their produce. Many farms were lost and many farmworkers were sacked. People travelled the countryside looking for work. They were called ‘hobos’.

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 lost their jobs.

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

0 6

Which of the following had more impact on America in the 1920s:

- economic changes
- social and cultural changes?

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 change by complex explanation of the relationship between causes supported by factual knowledge and understanding and arriving at a sustained judgement.

For example, the economic changes had more impact on America in the 1920s because once the ‘boom’ began people had disposable income to spend on leisure activities such as the cinema. Without a paying audience the cultural changes in music, sport and cinema could not have developed nor would they have modernised society into the ‘Roaring 20s’.

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 change with extended reasoning supported by developed factual knowledge and understanding.

For example, the economic changes made the 1920s in America a time of prosperity when people had plenty of money to spend. More homes became

connected to an electricity supply and people were able to use modern gadgets such as vacuum cleaners. The Republican government kept taxes low and people were able to make lots of profit from buying and selling shares on the stock market. This was part of the cycle of prosperity. Mass production, hire purchase and advertising stimulated consumer demand and created jobs in factories.

Social and cultural change in America in the 1920s created new fashions and leisure activities. A new style of lively music, called jazz, developed and this led to new dance styles such as the Charleston.

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 change by using simple reasoning and supporting it with factual knowledge and understanding.

For example, the economy changed when Henry Ford started to use an assembly line to make cars. This allowed the model T Ford to be made quickly and it was sold at a low price. Millions of people were able to afford to buy a car. The increase in car production also created jobs in other industries such as glass making and road building. Other industries started to use an assembly line and more consumer goods were available such as radios.

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, there were lots of new jobs. Mass production was invented. Women started to wear shorter skirts.

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