



Mark Scheme (Results)

October 2020

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

Paper 1: Breadth study with
interpretations

Option 1F: In search of the American
dream: the USA, c1917-96

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

October 2020

Publications Code 8H10_1F_2010_MS

All the material in this publication is copyright

© Pearson Education Ltd 2020

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	1-4	<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.

		<ul style="list-style-type: none">• 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: 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	1-4	<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 on, 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 the 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 on the extent to which Martin Luther King's contribution was the main reason for the success of the black American civil rights campaign in the years 1955-68.</p> <p>The extent to which Martin Luther King's contribution was the main reason for the success of the black American civil rights campaign in the years 1955-68 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Martin Luther King's leadership of MIA and the bus boycott contributed to the campaign as it demonstrated the power of non-violent direct action• Under King's presidency, SCLC trained thousands of activists, e.g. the citizenship teachers who trained others in direct action and community organisation• King's organisation of events, such as the Birmingham march of 1963 gained presidential, media and public support for civil rights• King made a significant contribution to the legislation of 1964 and the 1965 Voting Rights Act, as well as encouraging blacks to take up the rights gained. <p>The extent to which other factors explain the success of the black American civil rights campaign in the years 1955-68 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The impact of other leaders, such as the role of Malcolm X, with the development of black militancy, and Stokely Carmichael's efforts as leader of SNCC, developing the Black Power movement• Presidential support, e.g. Kennedy's support for the movement contributing to the Civil Rights Bill, and Johnson's skill in the subsequent passing of the Civil Rights Act (1964) and the Voting Rights Act (1965)• The impact of Supreme Court rulings, such as Brown II (1955)• The contribution made by grassroots activists, groups such as the ACLU and increasing public support for the cause• The impact of the media in bringing wider attention to the issue, particularly with the growth of television news reporting. <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 as to whether the influence of the news media was the main reason for the decline in confidence in the American presidency in the years 1968-80.</p> <p>The influence of the news media in reducing confidence in the American presidency in the years 1968-80 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The news media uncovered some of the key events that undermined confidence in American presidents and/or policies, e.g. Mai Lai, Watergate • The variety of news media coverage available increased public accessibility, e.g. radio news, television news from Vietnam, newspaper coverage of the Watergate scandal • Technological developments: 'bad news' spread faster with less time for presidential 'cover up', e.g. daily reports of setbacks and casualties from Vietnam, the Iran hostages • Public desire for news meant increased interest in the personal lives of the presidents and associates, e.g. Jimmy Carter and the 'killer rabbit', or the business dealings of his brother. <p>The role of other factors in reducing confidence in the American presidency in the years 1968-80 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The news media was merely responding to actual events and policies that undermined the presidency, e.g. Nixon's involvement in the Watergate break-in, Ford's pardon of Nixon • The leadership styles and behaviour of the presidents encouraged a lack of confidence, e.g. the revelation of Nixon's behaviour on the Watergate tapes, growing disillusion with Carter's 'folksy outsider' style • American involvement in the Vietnam conflict led to many Americans questioning the role of the presidency • The end of the era of unbroken economic prosperity since 1945 led to a decline in political confidence in both Republican and Democrat presidents, as they seemed unable to restore economic confidence. <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 about the extent to which the position of American women changed in the years 1941-80.</p> <p>The extent to which the position of American women changed in the years 1941-80 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Approximately eight million women joined the workforce during the Second World War, gaining status for contributing to the war effort and demonstrating their capability in industries previously deemed 'masculine'• Some of the increase in female employment was maintained after the war, in part as restrictions on married women were lifted in some lines of work• The growth of suburban living by the 1960s did lead to gains in terms of material wellbeing and the ideal role that housewives aspired to• The high sales of works by feminists such as Betty Friedan and the formation of the National Organisation for Women demonstrate a shift in public attitudes and a desire to campaign for further changes• Legislation and Supreme Court judgements, such as the Equal Pay Act (1963) and Roe v Wade (1973), saw increased rights for women. <p>The extent to which the position of American women saw continuity in the years 1941-80 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The limited progress of women in active politics, e.g. the proportion of women in Congress was always less than four per cent• The supposed gains of suburban living still amounted to the status of housewife• Where women did work, this was usually lower in status and pay, despite legislation, e.g. the Equal Pay Act• 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 the extent to which, in the years 1917-80, the Second World War was the event that had the most significant impact on the quality of life of the American people.</p> <p>The extent to which the Second World War was the event that had the most significant impact on the quality of life of the American people in the years 1917-80 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Second World War had a dramatic impact on individual wealth, e.g. average earnings in 1944 were over double the figure of the 1930s, and personal savings went from \$3.7 billion in 1937 to £37 billion by 1944 • The psychological effects of the victory in the Second World War and the emergence of the US as a Cold War power encouraged a belief in and the pursuance of consumerism as the 'American way' • Involvement in the Second World War led to the population boom and the wealth required to kick-start investment in consumer-led industries, e.g. domestic appliances • The Second World War brought significant improvement in the opportunities offered to many black Americans, e.g. more and better paid job opportunities • Government measures resulting from the Second World War made a significant impact on quality of life, e.g. the G.I. Bill gave 2.3 million a college education, and many others bought homes and started businesses. <p>The extent to which other events had a significant impact on the quality of life of the American people in the years 1917-80 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The advent of mass production during and after the First World War began significant improvements in the material wellbeing of most Americans, both in the 1920s and across the period • The Great Depression marked a significant decrease in living standards for many Americans • The New Deal marked a significant improvement from the quality of life during the Great Depression, providing employment to millions and improvements through measures such as Social Security

- | | |
|--|---|
| | <ul style="list-style-type: none">• The oil crisis and stagflation of the 1970s had a significant negative impact on the quality of life of many Americans. |
|--|---|

Other relevant material must be credited.

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 had a positive impact on America. 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">• Reagan dealt with the problem of inflation• His policies led to a period of economic growth, which was sustained into the 1990s• Deficits pressured others in Washington to restrain spending schemes• By the late 1980s and into the 1990s, the federal deficit had declined and eventually turned to a surplus. <p>Extract 2</p> <ul style="list-style-type: none">• The growth of the deficit• Only the wealthiest gained from policies such as tax reform• The incomes of those in the middle remained static, and the gap between rich and poor grew• Cutbacks in federal aid hit the poor hard. <p>Candidates should use their own knowledge of the issues to address the view that Reagan's economic policies had a positive impact on America. Relevant points may include:</p> <ul style="list-style-type: none">• Inflation fell from 12.5 per cent under Carter to 4.4. per cent by 1988• 18 million new jobs were created and the unemployment rate was reduced from 7.5 per cent in 1981 to under 5.5 per cent when Reagan left office• The growth of the national debt and deficit was in large part an inherited issue (interest on debt was 10 per cent when Reagan took office), which Congress was unwilling to address• The work of the Congressional Advisory Commission has suggested that

when corrections to overstated inflation figures were subsequently made, real wages grew by nearly 25 per cent from the 1980s to the mid-1990s.

Candidates should use their own knowledge of the issues related to the debate to counter the view that Reagan's economic policies had a positive impact on America. Relevant points may include:

- A combination of Reagan's tax cuts, inability to tackle unfunded social security costs and increased military spending meant deficits mushroomed during the 1980s
- 1981-2 saw a deep recession, in part a result of the Federal Reserve raising interest rates to 21.5 per cent
- By 1982, unemployment had risen to 10.8 per cent, 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 five per cent every year up to 1996.

Other relevant material must be credited.

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom