



# Mark Scheme

Summer 2017

Pearson Edexcel  
GCE In History (8HI01) Paper 1F

Advanced Subsidiary

Unit 1: Breadth study with interpretations

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

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Publications Code 8H10\_1F\_1706\_MS

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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>1–4</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>5–10</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 question.</li> <li>• 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.</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>11–16</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>17–20</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>

## 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.
<b>1</b>	<b>1–4</b>	<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>
<b>2</b>	<b>5–10</b>	<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 on the view is given, but with limited support and related to the extracts overall, rather than specific issues</li></ul>
<b>3</b>	<b>11–16</b>	<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>
<b>4</b>	<b>17–20</b>	<ul style="list-style-type: none"><li>• Demonstrates understanding of the extracts, analysing the issues of interpretation raised 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 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>

## Section A: indicative content

Question	Indicative content
<b>1</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 about whether the influence of Roosevelt was the main reason for changes to the presidency in the years 1933-45.</p> <p>The importance of Roosevelt's influence in changing the presidency in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Roosevelt's direct and immediate connection with the public through the 'fireside chats' and a greatly increased number of press briefings</li><li>• The extension of the role of the presidency through the creation of federal bodies under the New Deal</li><li>• The increased role of the presidency as an instigator of legislation and the use of executive orders.</li></ul> <p>The importance of other factors in changing the presidency in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The impact of the Great Depression in placing necessary demands upon the presidency</li><li>• The influence of New Deal ideas, advisors and agencies</li><li>• The significance of the Second World War in expanding the scope of presidential activity.</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 over the extent to which the impact of the Second World War was the main reason for post-war affluence.</p> <p>The extent to which the impact of the Second World War was the main reason for post-war affluence should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The reinvigoration of US industry 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>• Policies arising out of the war, such as the Selective Serviceman's Readjustment Act ('GI Bill', 1944) led to an expansion of college education and home and business ownership</li> <li>• Wartime agreements with labour saw an increase in health insurance, paid holidays and working conditions.</li> </ul> <p>The importance of other causes of post-war affluence should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Post-war consumer spending resulting from higher wages and disposable income</li> <li>• Favourable trading conditions saw huge US exports of oil and manufactured goods</li> <li>• The onset of the Cold War boosted production in military and related industries</li> <li>• Continued technical innovations as diverse as transistor radios and Tupperware.</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 significance of federal government intervention in bringing improvements to the lives of black Americans in the years 1917-55.</p> <p>The significance of federal government intervention in bringing improvements in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Warren Harding urged cabinet members to appoint black Americans and there was a massive increase in black Americans as federal employees under Roosevelt</li><li>• New Deal schemes such as the WPA, NYA and CCC provided employment and support</li><li>• War-time efforts such as Executive Order 8802 banned discrimination in defence industries</li><li>• Truman established the Presidential Committee on Civil Rights and desegregated the military and government work in 1948.</li></ul> <p>The extent to which the significance of federal government intervention was limited and/or the significance of other factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Federal intervention was in most respects limited, and did not tackle issues in southern states, with the continued failure of attempts to pass anti-lynching legislation</li><li>• Migration and the needs of war production in the era of both world wars increased blacks and whites living and working alongside each other</li><li>• The rising prosperity of the post-war era brought improvements in black American living standards</li><li>• Groups such as the NAACP and CORE saw increased membership, successful legal challenges and effective protests.</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 the leisure activities of the American people changed in the years 1917-80.</p> <p>The extent to which the leisure activities of the American people underwent change should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Developments in technology related to entertainment, from the origins of radio in the 1920s through to television and even the first home computers</li> <li>• The expansion of family leisure activities, such as theme parks and fast food restaurants from the baby boomer era</li> <li>• The expansion of disposable income across a wider range of social groups led to an increase in a range of leisure activities, such as shopping, tourism and air travel.</li> </ul> <p>The extent to which the leisure activities of the American people remained the same should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Film remained popular from its early years in the 1920s through to 1980, albeit with a changes in cinema attendances as television grew</li> <li>• From the 1920s onwards, the car was central to leisure activities, albeit with a widening scope</li> <li>• Spectator sports such as baseball, boxing, American football, and ice hockey were major attractions throughout, although the media via which these were watched saw change.</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 view that the Reagan presidency had a transformative impact on the USA in the years 1981-96.</p> <p>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"><li>• The impact Reagan had on the position and status of the presidency</li><li>• The reduction in the role of government, followed by subsequent presidents</li><li>• Reagan's vision and ability to communicate helped restore national optimism.</li></ul> <p>Extract 2</p> <ul style="list-style-type: none"><li>• The reality of Reagan's public policy reforms did not match the rhetoric</li><li>• The extent to which successes such as the 'post-1983 boom' ascribed to the Reagan presidency were 'sown during the 1970s'</li><li>• The move to conservative government also owed a debt to the 1970s.</li></ul> <p>Candidates should use their own knowledge of the issues to address ways in which Reagan's presidency had a transformative impact on the USA. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The impact economic policies had on unemployment and inflation</li><li>• The resurgence of conservatism and the acceptance of aspects of Reagan's agenda within the 'New Democrat' agenda</li><li>• Renewed confidence in American foreign policy, through both shows of strength and negotiation, such as the series of conferences with Gorbachev.</li></ul> <p>Candidates should use their own knowledge of the issues related to the debate to counter the view that Reagan's presidency had a transformative impact on the USA. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The failure to tackle the budget deficit, and limited success in reducing government spending</li><li>• The gap between the rhetoric and reality of the reduction in big government</li><li>• After initial increases in viewing figures in presidential debates, public interest and participation in politics waned.</li></ul> <p>Other relevant material must be credited.</p>



