



Mark Scheme (Results)

October 2020

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

Paper 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.

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"> • 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 | 4–7 | <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 focus of the question. • 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. • 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 | 8–12 | <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 | 13–16 | <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. • 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. |

| Level | Mark | Descriptor |
|--------------|-------------------|---|
| 5 | 17– 20 | <ul style="list-style-type: none">• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.• 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.• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity 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 | 1–3 | <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 | 4–7 | <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 is given, but with limited support and related to the extracts overall, rather than specific issues. |
| 3 | 8–12 | <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, 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 | 13–16 | <ul style="list-style-type: none"> • Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by comparison of them. • 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. • 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. |
| 5 | 17–20 | <ul style="list-style-type: none"> • Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors. • Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments. • Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate. |

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 how accurate is it to say that the influence of Roosevelt was the main reason for changes to the presidency in the years 1933-60.</p> <p>The extent to which the influence of Roosevelt was the main reason for changes to the presidency, in the years 1933-60, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Roosevelt's direct and immediate connection with the public through the 'fireside chats' and a greatly increased number of press briefings enhanced public awareness of the role of the presidency• The extension of the role of the presidency through the creation of federal bodies under the New Deal, creating greater opportunities for presidential patronage• The increased role of the presidency as an instigator of legislation and the use of executive orders• The Executive Reorganisation Act (1939) and subsequent reorganisation plans increased presidential authority over various agencies and led to more of policymaking coming under executive privilege. <p>The extent to which the influence of Roosevelt was not the main reason and/or other factors account for changes to the presidency, in the years 1933-60, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• FDR's attempts to enhance the authority of the presidency faced resistance, e.g. the defeat of New Deal legislation in the Supreme Court and the resistance shown to his 'court packing' plan• The impact of the Great Depression placed necessary demands on the presidency in terms of a federal response mandated by electoral forces, leading to an expansion of presidential authority• New Deal ideas, advisers and agencies were influential in expanding the scope and degree of federal and thus presidential activity• The demands of the Second World War were significant in expanding the scope of the federal government, and thus presidential activity• Truman sought to redefine the role of the presidency, e.g. with a clearer distinction between cabinet members undertaking delegated work and advisory roles, and with the president as chief executive decision-maker• Eisenhower shaped the office of the presidency, and the enlargement and increased organisation of the executive staff, e.g. the introduction of a chief of staff and a congressional liaison office. <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 the living standards of the American people saw progress in the years 1917-41.</p> <p>The extent to which living standards did see progress, in the years 1917-41, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Mass production meant key products became more affordable, e.g. the price of a Model T had reduced by over half by the mid-1920s, leading to a fivefold increase in car ownership in the years 1917-29 • Earnings increased during the period, e.g. average earnings in manufacturing went from 47 cents per hour in 1919 to 57 cents in 1929 and 73 cents in 1941 • The availability and cost of food saw progress, e.g. the opening of self-service markets reduced costs and increased the range of products, as did technological advancements such as the availability of frozen food • Levels of home ownership saw significant increases across the period, e.g. around 6.7 million were listed as homeowners in the 1920 census, which had risen to 15.2 million • The period saw an increase in the use of household facilities and appliances, e.g. running water, electrical supplies for cooking and heating, and ownership of appliances such as washing machines, telephones and radios • Other indicators of living standards saw improvement, e.g. the increase in 14-17 year olds in education from 27 per cent in 1917 to 73 per cent by 1941, and reduced death rates from diseases such as diphtheria and polio. <p>The extent to which living standards saw regression or stagnation, in the years 1917-41, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The income of farm workers dropped in the post-war recession, and did not recover to earlier levels, meaning a large number of the American people were not in a position to experience the consumer boom • Workers in many old industries did not see growth even during the boom years, and some declined, e.g. the real wages of workers in coal mining were stagnant, and in some cases were lower in 1929 than in 1917 • The Great Depression from 1929 saw a dramatic decline in living standards for many Americans, e.g. mass unemployment and concomitant drop in standards in relation to housing, health, food and education • Relatively wealthier Americans saw living standards decline in the 1930s, e.g. the expectation of median income-earners was reduced |

to basic necessities and professionals such as lawyers saw incomes significantly decline.

Other relevant material must be credited.

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 how accurate is it to say that it was federal intervention that brought the most significant improvement to the civil rights of black Americans in the years 1933-68.</p> <p>The extent to which federal intervention brought improvement to the civil rights of black Americans, in the years 1933-68, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Wartime efforts such as Executive Order 8802 banned discrimination in defence industries• Truman established the Presidential Committee on Civil Rights, and desegregated the military and government employment in 1948• Eisenhower sent federal troops to guard children attending school at Little Rock• President Kennedy provided support for the movement, such as the Civil Rights Bill, with the Civil Rights Act (1964) and the Voting Rights Act (1965) being passed under President Johnson• Kennedy nominated Thurgood Marshall to the Court of Appeals in 1961, and Johnson appointed him to the Supreme Court in 1967. <p>The extent to which federal intervention did not bring improvement/other factors brought more significant improvements to the civil rights of black Americans, in the years 1933-68, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• 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• New Deal schemes did not specifically target the civil rights of black Americans, and some aspects included segregation, e.g. CCC camps• Migration and the needs of war production in the Second World War increased blacks and whites living and working alongside each other• Groups such as the NAACP and CORE saw increased membership, successful legal challenges and effective protests• Civil rights leaders such as Martin Luther King organised campaigns, inspired and trained activists and won media support, which put pressure on the government to act. <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 how accurate is it to say that the position of women saw considerable improvement in the years 1941-80.</p> <p>The extent to which the position of women saw improvement, in the years 1941-80, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Women worked in significant numbers during the Second World War, with a change in the nature of the work undertaken • The Second World War impacted on societal attitudes, e.g. reduced opposition to women working, and the expectations of women who had tasted life outside the home • The growth of suburban living by the 1960s led to gains in terms of material wellbeing and the ideal role, which housewives aspired to, with some gains in terms of leisure time and facilities • The high-sales of works by feminists such as Betty Friedan and the formation of the National Organisation for Women (1966). <p>The extent to which the position of women did not see improvement, 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 4 per cent • Where women did work, this was usually lower in status and pay, e.g. 90% of professional positions were filled by men in 1941, while studies in various states in the 1970s revealed that a pay gap of c20 per cent persisted • The supposed gains of suburban living still amounted to the status of housewife • The failure to ratify the Equal Rights Amendment in the 1970s • The USA did not sign up to the United Nations 1979 policy of non-discrimination against women across all aspects of life. <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 brought real improvements to the USA.</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">• Reagan's reforms stimulated an economic recovery that continued into the 1990s• Unemployment fell to 5.5 per cent, with 18 million jobs being created• Inflation fell to 4.4 per cent• Reagan inherited problematic social security spending, and while he failed to control the deficit, figures were overstated• The Reagan boom brought genuine improvements to Americans through increased wage rates and family incomes. <p>Extract 2</p> <ul style="list-style-type: none">• The overall economic boom came at the cost of organised labour and environmental standards• The jobs that were created tended to be lower paid, and with limited benefits and security• The proportion of those below the poverty level had grown by 25% by 1983• From 1987, the financial collapse – in part a result of deregulation – led to the collapse of the stock market and most savings and loans institutions. <p>Candidates should relate their own knowledge to the material in the extracts to support the view that the Reagan presidency brought real improvements to the USA. Relevant points may include:</p> <ul style="list-style-type: none">• 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• 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 |

| Question | Indicative content |
|----------|---|
| | <p data-bbox="379 174 603 208">failed to tackle</p> <ul data-bbox="341 230 1406 645" style="list-style-type: none"> <li data-bbox="341 230 1406 365">• 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 data-bbox="341 387 1406 488">• The Reagan administration’s successful ability to present policy setbacks or late changes in direction as victories, contributed to public optimism and trust in the office <li data-bbox="341 510 1406 645">• 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. <p data-bbox="309 667 1337 768">Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that the Reagan presidency brought real improvements to the USA. Relevant points may include:</p> <ul data-bbox="341 790 1401 1384" style="list-style-type: none"> <li data-bbox="341 790 1401 891">• 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 data-bbox="341 913 1401 1014">• Reagan’s emphasis on limited government led to a weakening in the institutional capacity of government in areas such as environmental control <li data-bbox="341 1037 1401 1137">• Reagan’s attempts to reduce federal intervention cut welfare disproportionately from poorer citizens, increasing social and political division <li data-bbox="341 1160 1401 1261">• 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 data-bbox="341 1283 1401 1384">• 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. |

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