



# Mark Scheme (Results)

Summer 2024

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

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.
<b>1</b>	<b>1–3</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>4–7</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 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>
<b>3</b>	<b>8–12</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>13–16</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>
<b>5</b>	<b>17–20</b>	<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
<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 on how accurate it is to say that, in the years 1917-45, the most significant factor in changing the presidency was the influence of Roosevelt.</p> <p>The extent to which the influence of Roosevelt was the most significant factor in changing the presidency in the years 1917-45 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 enhanced public awareness of the role of the presidency</li><li>• The extension of the role of the presidency through the creation of federal bodies under the New Deal, creating greater opportunities for presidential patronage</li><li>• The increased role of the presidency as an instigator of legislation and the use of executive orders</li><li>• The degree of resistance FDR's schemes faced is demonstrative of his influence</li><li>• 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.</li></ul> <p>The extent to which the influence of Roosevelt was not the most significant factor/ other factors were more significant in changing the presidency in the years 1917-45 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Woodrow Wilson's influence provoked a reaction, which contributed to the return to 'normalcy', with his approach being seen as an aberration that was too interventionist and which risked the separation of powers</li><li>• The move to a more limited presidential and federal role in the 1920s was shaped by a range of factors, including a reaction to the First World War, the Red Scare and the economic successes of the 1920s</li><li>• The impact of the Great Depression placed demands on the presidency in, leading to an expansion of intervention under Hoover, and ultimately increased presidential authority</li><li>• New Deal ideas, advisers and agencies were influential in expanding the scope and degree of federal and thus presidential activity</li><li>• The demands of the Second World War were significant in expanding the scope of the federal government, and thus presidential activity.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
<b>2</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 the campaigns for minority civil rights (1960–80) and Black American civil rights (1955–80) were similar.</p> <p>The extent to which the campaigns for Black American and minority civil rights were similar should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Tactics such as non-violent protest and marches were similar, e.g. the Annual Reminders of July 4 organised by homophile organisations, or the non-violent protests organised by the National Farm Workers Association were similar to methods used at Greensboro, Selma and Montgomery</li> <li>• There was significant collaboration between the Chicano Movement and black activists, such as the actions of the Black Students Union in opening up Washington University to Mexican-Americans and other minorities</li> <li>• There were similarities between the development of militant protests, e.g. the American Indian Movement and the Brown Berets were organised in a manner akin to the Black Panthers</li> <li>• Both the Native American and Black American civil rights campaigns were similar in that they contained a significant element who rejected equality through assimilation</li> <li>• Both movements gained support from, and overlapped with, the development of a wider counterculture from the 1960s onwards.</li> </ul> <p>The extent to which the campaigns for Black American and minority civil rights were different should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Campaigns for Hispanic and gay rights largely developed later in the period than those for black civil rights, from the mid to late 1960s onwards</li> <li>• Gay rights campaigns were largely confined to northern cities, whereas Black American civil rights campaigns took place across a much wider geographical area</li> <li>• The gay rights movement differed from black civil rights in how, as being a less overt minority, many homosexuals opted to hide their status and were more easily able to reject involvement in the movement for recognition</li> <li>• Native American rights campaigns were more narrowly focused on issues such as tribal homelands and self-determination</li> <li>• The issue of the rights of states as a block to federal intervention was a more significant hurdle to the black civil rights campaigns in relation to Black Americans in the south.</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 about whether, in the years 1941-80, changes in the position of women were mainly due to economic factors.</p> <p>The importance of economic factors in bringing changes in the position of women in the years 1941-80 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The number of women employed grew by around 6.5 million in the years from 1941 to 1945, with significant gains in industries where few women were not usually employed, e.g. automobile and electrical manufacturing</li><li>• Whilst many women lost their wartime work soon after 1945, participation rebounded to some extent by 1950, with rates of c1/3 overall, and a doubling of employment amongst married women aged 45-54</li><li>• Post-war prosperity contributed to the changing role of women as it saw the average age at which women wed and start families fall significantly, leading to earlier motherhood, reversing previously declining birth rates</li><li>• The prosperity of the 1950s saw the number of Americans living in the suburbs increase by 19 million bringing significant changes to the domestic lives, leisure facilities and social expectations these women experienced</li><li>• A desire to maintain economic status drove increases in female employment, e.g. by 1972, the proportion of families in the wealthiest fifth with dual wage earners had significantly increased</li><li>• Rising prosperity was a significant factor in bringing about developments in suburban living, entertainment and an increase in labour-saving devices.</li></ul> <p>The importance of other factors in bringing changes in the position of women in the years 1941-80 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The Second World War raised the status of women, which impacted on the attitudes of both men and women towards issues such as educational opportunities for women and women's employment</li><li>• Changing demographic patterns were significant, e.g. the development of suburban living brought significant changes in terms of social life and expectations of women's role</li><li>• Developments in entertainment were influential, e.g. characters in TV shows such as <i>I Love Lucy</i> challenged prevalent gender stereotypes</li><li>• Federal support contributed to changes in women's position, e.g. Presidential support for the proposed ERA, or the influence of Kennedy's Presidential Commission on the Status of Women (1963)</li><li>• The National Organization for Women (NOW), established in 1966, grew from c1,000 members in 1967 to c100,000 members by 1979, adding weight to its campaigns</li><li>• In the late 1960s and 1970s, groups such as NOW, FEW, WEAL and NWPC campaigned to secure rights on a range of economic and educational issues, as well as rights relating to pregnancy and abortion.</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 American experience of leisure and travel was transformed in the years 1917-80.</p> <p>The extent to which the American experience of leisure and travel was transformed in the years 1917-80 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The massive growth in the number of cars, from approximately 4.7 million in 1917 to 121.6 million in 1980, and the highway building programme from the 1950s meant the experience was wider and busier</li> <li>• The expansion of car use and road improvements under Eisenhower contributed to improvements, e.g. the expansion of suburban living from the 1950s and the impact of personal 'door-to-door' travel</li> <li>• There was an expansion of opportunities for family leisure activities, such as theme parks and fast-food restaurants, particularly from the baby boomer era onwards</li> <li>• Developments in technology led to improvements in leisure and entertainment, e.g. the mass use of radio and cinema from the 1920s, through to television from the 1950s and even the first home computers</li> <li>• The advent of passenger airlines from the 1920s, but particularly on a mass scale after the Second World War, brought fast leisure and business travel to tens, and indeed hundreds, of millions by the 1970s</li> <li>• The expansion of disposable income across a wider range of social groups led to increased opportunities to experience a range of leisure activities, such as shopping, tourism and air travel.</li> </ul> <p>The extent to which the American experience of leisure and travel saw continuity in the years 1917-80 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 change in cinema attendances as television grew</li> <li>• Leisure activities such as cinema and spectator sports such as baseball, boxing, American football saw a degree of continuity in terms of the availability and popularity</li> <li>• Mass motoring was already within reach of much of middle America from the start of the period</li> <li>• The potential accessibility of rail travel across the USA saw some decline in terms of the total number of network miles, and passenger rail travel continued to be perceived as prohibitively slow and expensive</li> <li>• Intercity (long distance) bus services such as Greyhound were in operation throughout the period</li> <li>• The development of the car and air travel only exacerbated existing divisions in the travel experiences of those who could and could not afford these, e.g. set against the slow and crowded experience of bus travel.</li> </ul> <p>Other relevant material must be credited.</p>

## Section C: indicative content

Question	Indicative content
<b>5</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. 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 significant improvements to America.</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 tax policies encouraged business growth, and the longest run of economic expansion in American history began</li> <li>• Inflation and unemployment rates fell</li> <li>• Economic growth brought higher wages and 'real improvements' to ordinary Americans</li> <li>• Reagan restored the 'self-confidence of the American people'.</li> </ul> <p>Extract 2</p> <ul style="list-style-type: none"> <li>• The economic growth that followed after Reagan's time in office was despite, not because of, his policies</li> <li>• Reagan's emphasis on limited government led to a weakening in the institutional capacity of government</li> <li>• The 'influence of money in politics' in focusing government away from the needs of 'ordinary citizens'</li> <li>• The negative impact of Reagan's government made the federal government less able to implement policies and deal with the issues facing the USA.</li> </ul> <p>Candidates should relate their own knowledge to the material in the extracts to support the view that the Reagan presidency brought significant improvements to America. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• GNP expanded by 30% from 1982 to 1989, with inflation falling from 10.3% to 4.8% over the same period, restoring public confidence in the federal government's steering of the economy</li> <li>• Reagan's personal approval rating reached 59% by 1984, and had reached 65% by 1986</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 Reagan administration's successful ability to present even policy setbacks or late changes in direction as victories contributed to public optimism and trust in the office.</li> </ul> <p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that the Reagan presidency brought significant improvements to America. Relevant points may include:</p>

Question	Indicative content
	<ul style="list-style-type: none"> <li>• Economic revitalisation was limited with regards to the failure to tackle the budget deficit, the limited success in reducing government spending and problems in the stock market and financial sector from 1987</li> <li>• The Iran-Contra affair dented Reagan's popularity and leadership, with his approval rating falling from 67% to 46%</li> <li>• Reagan's emphasis on limited government led to a weakening in the institutional capacity of government in areas such as environmental control</li> <li>• Reagan's attempts to reduce federal intervention cut welfare disproportionately from poorer citizens, e.g. the limitations of workfare programmes and the shortfalls in social housing</li> <li>• Whilst accepting part of Reagan's agenda, Bill Clinton's 'New Democrats' were successful in offering support to areas not revitalised.</li> </ul>