



Mark Scheme (Results)

Summer 2025

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.
1	1–3	• 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	• 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	• 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	• 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.
5	17–20	• 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: A03: 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	• 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	• 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	• 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	• 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	• 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	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. Candidates are expected to reach a judgement on the extent to which there was a significant decline in the living standards of the American people in the years 1917-41. The extent to which there was a significant decline in the living standards of the American people in the years 1917-41 should be analysed and evaluated. Relevant points may include: • 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 saw a relative decline even during the boom years, 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 • The increase of convenience foods and the Depression-era difficulties in farming and food distribution resulted in a decline in nutritional standards, with an emphasis on calorific provision over quality • Relatively wealthier Americans saw living standards decline in the 1930s, e.g. the expectation of median income-earners was reduced to basic necessities and many professionals saw incomes significantly decline. The extent to which there was not a significant decline in the living standards of the American people in the years 1917-41 should be analysed and evaluated. Relevant points may include: • 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 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. Other relevant material must be credited.

Question	Indicative content
2	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. Candidates are expected to reach a judgement on the extent to which new approaches to campaigning were the main reason for the success of the black American civil rights campaign in the years 1955-68. The extent to which new approaches to campaigning were 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: • From 1955, civil rights leaders such as Martin Luther King increasingly sought media support and made use of television coverage, which put pressure on the government to act • From 1957, the SCLC trained thousands of activists, e.g. the citizenship teachers who trained others, broadening the impact of direct action and community organisation • The success of direct action is evident in how it was embraced by existing groups, e.g. whereas, up to 1955, the NAACP focused on legal challenges, they increasingly supported action such as the Greensboro sit-ins • Direct action in events such as the Birmingham March of 1963 and the March on Washington gained presidential, media and public support for civil rights • The more confrontational approach of leaders associated with black power, such as Stokely Carmichael and Malcolm X, had success, e.g. in gaining support and enhancing the pride of black Americans in northern cities. The extent to which other factors were 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: • More militant forms of direct action were counter-productive, e.g. by the late 1960s there was a backlash, with many whites resenting the confrontational rhetoric and tactics of black militancy • The NAACP had success with its continued campaign against legal injustices, including successful Supreme Court judgements • Presidential support was significant in the 1950s and 1960s, e.g. Eisenhower's intervention at Little Rock, and Kennedy's and Johnson's contributions to the Civil Rights Act and the Voting Rights Act • Presidential support from both Kennedy and Johnson for judicial appointments such as Thurgood Marshall demonstrated the commitment of the authorities to improving civil rights and brought tangible gains • The role of the Supreme Court was significant, e.g. judgements supporting challenges to legal segregation, e.g. Brown II • Changing social attitudes, e.g. the growth of liberal ideas and the counterculture, along with increased media attention made a significant contribution to civil rights across the period. Other relevant material must be credited.

Section B: indicative content

Question	Indicative content
3	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. Candidates are expected to reach a judgement about the extent to which the most significant influence on domestic politics in the USA was the impact of war in the years 1917-80. The extent to which the most significant influence on domestic politics in the USA was the impact of war in the years 1917-80 should be analysed and evaluated. Relevant points may include: • Both world wars contributed to isolationist views gaining influence, e.g. opposition to Wilson and his interventionist proposals, or the pressure on FDR contributing to his electoral pledge to not send troops to foreign wars • Presidential responsibility for foreign policy meant presidents were directly blamed for unpopular aspects of war, such as the increased federal spending, the operation of the draft, or treatment of veterans • The Second World War expanded the scope of the federal government and, at least temporarily, reduced the intensity of the political debate about the degree of government intervention • The Korean War had a significant influence, e.g. Truman's reticence with the media increased criticism, and political arguments over the scale of involvement or MacArthur's sacking were detrimental • Events such as the My Lai massacre or difficulties in the 'planned withdrawal' led to criticism of individual presidents such as Johnson and Nixon • Reports of Nixon's secret bombing of Cambodia led to the passing of the War Powers Resolution, placing Congressional restraint on the presidency's military authority. The extent to which other influences on domestic politics in the USA were significant in the years 1917-80 should be analysed and evaluated. Relevant points may include: • The apparent economic success of pro-business government ideas shaped both Republican success and public attitudes towards political issues in the 1920s, with the dominance of laissez faire ideas • New Deal ideas saw a growing acceptance of the potential for government intervention in domestic economic and social life from the 1930s onwards • Concerns other than those related to war contributed to the growth of anti-communism, including a reaction to influences within trade unionism or concerns related to recent immigrants • A reaction against the red scare and dissatisfaction with other aspects of political culture and policy contributed to the growing influence of liberal and counter-culture attitudes in the late 1950s and 1960s • Conservative influences were significant in the 1960s and 1970s, e.g. conservatives gained influence in attacking LBJ's failures, Nixon's successes, and the conservative reaction of the late 1970s • The rise of New Right ideas, largely from the 1970s, saw an attempt to restore traditional values such as individualism and the influence of religious morality within the US political landscape. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement on the extent to which in the years 1917-80 immigration and its impact on the USA changed significantly. The extent to which immigration and its impact on the USA changed significantly in the years 1917-80 should be analysed and evaluated. Relevant points may include: • The change to a policy based around national origins (from the 1921 and 1924 Acts through to 1965) had an impact with regards to the proportion of immigration inflows from Asia, Eastern and Southern Europe • The setting of absolute limits on immigration reduced the impact of immigration numbers, as well as to some extent countering rising nativist and xenophobic hysteria • The non-inclusion of western hemisphere immigration in legislation prior to 1976 meant Hispanic immigrants made a growing contribution to economic and cultural life, particularly in the south and west • The growth of Hispanic immigration led to such immigration becoming an issue of public and political debate, particularly the issue of illegal immigration, from the 1950s into the 1970s and beyond • After the change in policy from 1965, the impact that immigration had changed in a number of ways, e.g. increased contribution to population growth, and changes to the ethnic makeup of the USA. The extent to which immigration and its impact on the USA saw limited change / continuity in the years 1917-80 should be analysed and evaluated. Relevant points may include: • Throughout the period, immigrants continued to make positive contributions to American society, e.g. the development of urban cultural life in Little Italys, Chinatowns, Little Koreas • Immigration and immigrants continued to generate concerns over social cohesion and order from elements of 'WASP' America • Immigration made a significant contribution to the American economy throughout the period in both agricultural and urban areas • Public concerns and government policy can be seen to demonstrate continuity between the 1920s and the end of the period, e.g. nativist concerns and the growth of demands to control immigration • Continuity may be seen in the contribution the votes of naturalised citizens and their progeny had in elections from the 1920s onwards, e.g. the tendency for urban centres to vote Democrat. Other relevant material must be credited.

Section C: indicative content

Question	Indicative content
5	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. 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 economic policies of the Reagan government greatly benefitted the American people. In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • Unemployment and inflation were reduced under Reagan • The economy saw economic growth from 1982, which continued throughout Reagan's time in office • There were significant increases in both per capita income and jobs • The wealthy paid an increasing proportion of tax revenue, whilst six million families stopped paying federal taxes altogether. Extract 2 • Reagan's reforms were aimed at reducing government rather than providing positive support or development • Reagan believed that it was necessary to cut taxes, balance the budget and reduce the role of the government • Reagan's policies resulted in an increase in the cost of providing unemployment benefits, which contributed to the ballooning deficit • Investment in infrastructure shrank • The dollar weakened, foreign funds were withdrawn and the stock market crashed in 1987. 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: • 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, bringing material improvements to millions of Americans • The 1986 tax reforms 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 • Federal deregulation and tax policies encouraged business growth, and the longest run of economic expansion in American history began in 1983, which lasted until well into the 1990s • Welfare-to-work programmes were enacted by over 40 states in the 1980s, and the principle of the approach had been accepted by both major parties by 1996 • More black Americans went to college and were employed in public

Question	Indicative content
	services, skilled and professional jobs that were previously closed to them. 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: • 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 • The budget deficit averaged 4.2% of GDP during both Reagan and George Bush's presidencies, constraining spending on Congressional programmes aimed at the poorest sections of society • 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 • Standards of living for black Americans fell, particularly in the inner cities, with continued wage and employment inequalities • Financial policies contributed to significant problems, such as the stock market crash of 1987, the Savings and Loan Crisis and other issues related to lax regulation.