



GCSE

HISTORY

8145/1A/D

Paper 1A/D: America, 1920–1973: Opportunity and inequality

Mark scheme

Specimen Material

Version E1

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

0	1
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How does **Interpretation B** differ from **Interpretation A** about President Roosevelt’s New Deal?

Explain your answer using **Interpretations A** and **B**.

[4 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target	Analyse individual interpretations (AO4a) Analyse how interpretations of a key feature of a period differ (AO4b)	
Level 2:	Developed analysis of interpretations to explain differences based on their content	3–4
	Students may progress from a simple analysis of interpretations with extended reasoning to explain the differences, for example, how Gates (Interpretation A) emphasises the idea that Roosevelt acted like a dictator as he forced the closure of the banks. He is writing about one aspect at the start of the New Deal which he saw as dictatorial. By comparison candidates might explain Tugwell’s (Interpretation B) support for Roosevelt’s use of regulation to help people and his protection of liberty.	
Level 1:	Simple analysis of interpretation(s) to identify differences based on their content	1–2
	Students are likely to identify relevant features in each interpretation(s), for example, the New Deal, according to Tugwell (B), helped the weakest in society so Americans were a lucky people; whereas Gates (A) claims that the New Deal did not offer much that was different from before.	
	Students either submit no evidence or fail to address the question	0

0	2
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Why might the authors of **Interpretations A** and **B** have a different interpretation about President Roosevelt’s New Deal?

Explain your answer using **Interpretations A** and **B** and your contextual knowledge.

[4 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Analyse individual interpretations (AO4a)**
Analyse why interpretations differ (AO4c)

Level 2: **Developed answer analyses provenance of interpretation to explain reasons for differences** **3–4**

Students may progress from identification to explanation of the reasons for the differences in the interpretations supported by factual knowledge and understanding related to, for example, differences in provenance, context of their time of writing, place, previous experience, knowledge, beliefs, circumstances, and access to information, purpose and audience.

For example, Candidates argue that the interpretations from Gates and Tugwell were based on different circumstances, beliefs and purposes. For example, Gates, an outsider, was a communist and critic of capitalism and hence sought to justify his own opposition to the New Deal. Tugwell, an insider, was part of the government and was happy to commemorate his President’s achievements as well as his own role.

Level 1: **Simple answer analyses provenance to identify reasons for difference(s)** **1–2**

Students are likely to identify relevant reasons for the differences in each interpretation(s). Related to, for example, differences in provenance, context of their time of writing, place, previous experience, knowledge, beliefs, circumstances, access to information, purpose and audience.

For example, Interpretation A was by Gates who was a communist who hated the government and its New Deal. Interpretation B was by Tugwell who was an adviser to the government, so he supported the New Deal.

Students either submit no evidence or fail to address the question **0**

0 3

Which interpretation do you find more convincing about President Roosevelt's New Deal?

Explain your answer using **Interpretations A** and **B** and your contextual knowledge.

[8 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target

**Analyse individual interpretations (AO4a)
Evaluate interpretations and make substantiated judgements in the context of historical events studied (AO4d)**

Level 4:

Complex evaluation of interpretations with sustained judgement based on contextual knowledge/understanding

7–8

Extends Level 3.

Students may progress from a developed evaluation of interpretations by analysis of the relationship between the interpretations supported by factual knowledge and understanding.

For example, the judgement that Interpretation B is more convincing as it takes a more balanced view – while there was government regulation, the New Deal did help bring about recovery; so there was rather more to it than Interpretation A's wholly critical view based on the initial implementation of the New Deal.

Level 3:

Developed evaluation of both interpretations based on contextual knowledge/understanding

5–6

Extends Level 2.

Answers may assert one interpretation is more/less convincing.

Students may progress from a simple evaluation of the interpretations by extended reasoning supported by factual knowledge and understanding.

For example, to supporting Interpretation B by reference to the successes of the New Deal in improving the lives of different groups of people and/or in improving areas of the economy such as industry.

Level 2: Simple evaluation of one interpretation based on contextual knowledge/understanding **3–4**

There may be undeveloped comment about the other interpretation.

Students may progress from a basic analysis of interpretations to simple evaluation, supported with factual knowledge and understanding.

For example, candidates might develop an argument supporting Interpretation A by reference to legal actions against Roosevelt's assumption of powers and the Supreme Court rulings and/or that Republicans also accused Roosevelt of acting in a dictatorial way.

Level 1: Basic analysis of interpretation(s) based on contextual knowledge/understanding **1–2**

Answers show understanding/support for one/both interpretation(s), but the case is made by assertion/recognition of agreement.

For example, answers stating that Interpretation A is convincing as .the New Deal did represent a growth of the President's power and/or that Interpretation B is convincing as the New Deal created employment and so helped people.

Students either submit no evidence or fail to address the question **0**

0	4
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Describe two problems faced by Presidents Kennedy and Johnson in dealing with the Civil Rights protests during the 1960s.

[4 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Demonstrate knowledge of the key features and characteristics of the periods studied (AO1a)**
Demonstrate understanding of the key features and characteristics of the periods studied. (AO1b)

Level 2: **Answers demonstrate knowledge and understanding** **3–4**

Students may progress from a simple demonstration of knowledge about the issues identified with extended reasoning supported by understanding of, for example, the ways in which events were problematic.

These might include: protests were a real problem as the lack of Federal laws before 1964/1965 limited action to what pressure they could apply, such as Kennedy and Governor Wallace over releasing black protesters.

Level 1: **Answers demonstrate knowledge** **1–2**

Students demonstrate relevant knowledge about the issue(s) identified which might be related, for example, many protests were televised/state governments often defied the presidents.

Students either submit no evidence or fail to address the question **0**

0	5
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In what ways were the lives of women affected by the campaign for more equality in the USA during the 1960s and early 1970s?

Explain your answer.

[8 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Explain and analyse historical events and periods studied using second-order concepts (AO2:4)**
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)

Level 4: **Complex explanation of changes** **7–8**
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Extends Level 3.

Students may progress from a developed explanation of changes by explanation of the complexities of change arising from differences such as time, group, social and/or economic impact, supported by knowledge and understanding.

For example, the way that the impact of the campaign changed over time; such as, despite the victory of the Equal Pay Act in 1963, its implementation was patchy and it still needed the work of the National Organisation for Women (NOW) and a Supreme Court ruling in 1972 to consolidate equality of rights between men and women.

Level 3: **Developed explanation of changes** **5–6**
Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question

Extends Level 2.

Students may progress from a simple explanation by developed reasoning considering **two or more** of the identified consequences, supporting them by factual knowledge and understanding.

In addition to a Level 2 response, students make additional developed point(s).

For example, women’s lives were also affected by the change in the abortion laws which meant they had the power to choose what happened to their bodies.

For example, sex and race discrimination were banned under the Civil Rights Act of 1964 which meant it was illegal to discriminate against women in the workplace because of their gender and/or race.

Level 2: Simple explanation of change **3–4**
Answer demonstrates specific knowledge and understanding that is relevant to the question

Students may progress from a basic explanation of change by using simple reasoning and supporting it with factual knowledge and understanding which might be related, for example, to **one** of the identified changes.

For example, women had greater equality in the workplace as a result of the Equal Pay Act of 1963.

Level 1: Basic explanation of change(s) **1–2**
Answer demonstrates basic knowledge and understanding that is relevant to the question

Students identify change(s), which are relevant to the question. Explanation at this level is likely to be implicit or by assertion.

For example, women no longer expected to suffer discrimination at work.

Students either submit no evidence or fail to address the question **0**

0 6

Which of the following was the more important reason why there were more opportunities in America in the 1920s:

- economic growth
- social reasons?

Explain your answer with reference to **both** reasons.

[12 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Explain and analyse historical events and periods studied using second-order concepts (AO2:6)**
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:6)

Examiners are reminded that AO1 and AO2 are regarded as interdependent and when deciding on a level should be considered together. When establishing a mark within a level, examiners should reward three marks for strong performance in both assessment objectives; two marks may be achieved by strong performance in either AO1 or AO2 and one mark should be rewarded for weak performance within the level in both assessment objectives.

Level 4: **Complex explanation of both bullets leading to a sustained judgement** **10–12**
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Extends Level 3

Students may progress from a developed explanation of causation by complex explanation of the relationship between causes supported by factual knowledge and understanding and arriving at a sustained judgement.

For example, candidates may conclude that economic growth enabled many aspects of social change. People had the money to buy cars, go to the cinema and buy into the consumer lifestyle and if they didn't have the money then they would not have been able to have opportunities that were brought about by social change. Or that the social changes in America at this time, such as the greater freedom and opportunities for women, fuelled the economic boom by creating consumer demand and expanding its workforce.

Level 3: Developed explanation of both bullets **7–9**
Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question

Extends Level 2.

Students may progress from a simple explanation of causation with extended reasoning supported by developed factual knowledge and understanding.

For example, economic demand for consumer goods and the use of mass production meant employment opportunities and a rise in real wages of 11%. More disposable income helped new industries like car manufacturing to develop and in the 1920s many Americans were able to enjoy a better standard of living. Also, social change meant that many people had more freedom, especially women. Advertising and the cinema made it acceptable for young women, ‘the flappers’, to enjoy new freedoms such as they were no longer restricted to what they could wear, they could go out dancing on their own and could work.

Level 2: Simple explanation of bullet(s) **4–6**
Answer demonstrates specific knowledge and understanding that is relevant to the question

Students may progress from a basic explanation of causation by using simple reasoning and supporting it with factual knowledge and understanding.

For example economic growth meant that there was more opportunity in America because the use of mass production meant more employment opportunities, a rise in real wages and more disposable income; changing social attitudes fuelled by advertising and the cinema, meant that women had greater freedom.

Level 1: Basic explanation of bullet(s) **1–3**
Answer demonstrates basic knowledge and understanding that is relevant to the question

Students recognise and provide a basic explanation of one/both bullet points.

For example, there were more opportunities because of rising wages and prosperity; women had more opportunities because they had more freedom.

Students either submit no evidence or fail to address the question **0**