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**GCSE  
HISTORY  
8145/1A/D**

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

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**Mark scheme**

June 2019

Version: 1.0 Final

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.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

## 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.

How does **Interpretation B** differ from **Interpretation A** about Prohibition?

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, Luckner (Interpretation A) says that prohibition had a positive impact on society because the number of crimes caused by drinking were reduced but Roosevelt (Interpretation B) says that the impact was an increase in law breakers and brought no positive benefits to society.

**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, Luckner says that prohibition was successful because saloons disappeared and family life improved whereas Roosevelt says that people did not drink any less.

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

**0 2**

Why might the authors of **Interpretations A** and **B** have a different interpretation about Prohibition?

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, students may argue that Luckner wanted to maintain his popularity in America and would therefore be unlikely to criticise the government or its laws. At the time of writing, Eleanor Roosevelt was the First Lady and had to be seen to be respecting all laws. For this reason she would be concerned if the law was being ignored and she would speak honestly.

**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, Roosevelt lived through the whole period of prohibition whereas Luckner only visited for a short time.

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

**0 3**

Which interpretation do you find more convincing about Prohibition?

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, because it is a wider view of the impact of prohibition. Interpretation A is quite superficial and bases its judgment on the face value appearance of compliance with the law. Interpretation B acknowledges that prohibition led to hypocrisy across all social groups.

**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, challenge Interpretation A by explaining that police turned a ‘blind eye’ to drinking once it became a crime so it went undetected. Students may also develop their support for Interpretation B by providing further detail to explain the negative impact of prohibition by virtue of the rise in organised crime.

**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, Interpretation B is convincing because people ignored the law and bought illegal alcohol that was smuggled by bootleggers from abroad. Another source of alcohol was homemade moonshine being made in home stills.

<b>Level 1:</b>	<b>Basic analysis of interpretation(s) based on contextual knowledge/understanding</b>	<b>1–2</b>
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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 not convincing because prohibition was not successful. Interpretation B is correct because people kept drinking in speakeasies.

<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>
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**0 4**

Describe two problems faced by African-Americans during the 1950s and 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.

<b>Target</b>	<b>Demonstrate knowledge of the key features and characteristics of the periods studied (AO1a)</b> <b>Demonstrate understanding of the key features and characteristics of the periods studied. (AO1b)</b>
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<b>Level 2:</b>	<b>Answers demonstrate knowledge and understanding</b>	<b>3–4</b>
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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:

One problem was that even when the Supreme Court ordered the end of segregation in schools, some states refused to comply such as in Little Rock, Arkansas.

Another problem was that even though the Civil Rights Movement followed a policy of non-violence, the police used violence against protest marchers such as in Birmingham.

<b>Level 1:</b>	<b>Answers demonstrate knowledge</b>	<b>1–2</b>
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Students demonstrate relevant knowledge about the issue(s) identified which might be related.

For example, African-Americans faced segregation on buses.

<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>
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**0 5**

In what ways were the lives of Americans affected by changes in popular culture after the Second World War?

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 analysis focuses on complex difference such as explaining how different groups were affected; teenagers seemed to acquire more influence in post-war popular culture at the expense of adults. Teenage culture influenced national culture as radio and television programming schedules responded to the latest fashions in music.

**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, parents were enjoying a booming economy and were able to support their children in higher education for longer.

For example, teenagers had growing purchasing power and this caused businesses to target their advertising directly at young people.

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

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, teenagers developed a new identity for young people. They began to dress and behave very differently from their parents. Film stars became symbols of teenage independence and rebellion.

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

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

For example, a new style of music called Rock and Roll developed. It was unpopular with many older Americans.

<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>
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Which of the following was the more important reason why the American economy improved after the Depression:

- New Deal policies
  - the Second World War?

Explain your answer with reference to **both** bullet points.

[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  
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, the Second World War was of greater benefit to the American economy because it allowed for sustained growth and the war effort was universally supported. As well as creating demand for armament industries via the Lend Lease programme it brought a reduction in unemployment as men joined the armed forces. Whereas, the New Deal was of less long term benefit and its measures were not universally successful. It was criticised by businessmen in America who resented paying higher taxes at the expense of their profits and when Federal spending was reduced in 1936, unemployment rose.

<b>Level 3:</b>	<b>Developed explanation of both bullets</b> <b>Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question</b>	<b>7–9</b>
	Extends Level 2.  Students may progress from a simple explanation of causation with extended reasoning supported by developed factual knowledge and understanding.  For example, the New Deal used tax payers' money to help the economy out of depression. Alphabet Agencies were established to help improve the income of different groups in society such as farmers, homeowners and young people. The Second World War brought improvements to the economy because it led to the development of new industries to meet the demands of war contracts. Furthermore, it brought prosperity to farmers as America exported food to its allies.	
<b>Level 2:</b>	<b>Simple explanation of bullet(s)</b> <b>Answer demonstrates specific knowledge and understanding that is relevant to the question</b>	<b>4–6</b>
	Students may progress from a basic explanation of causation by using simple reasoning and supporting it with factual knowledge and understanding.  For example, the New Deal created work for millions of people building schools, airports and roads. Once people were earning wages they could support other businesses by buying goods. The Second World War gave America an opportunity to make money by selling weapons, warships and planes to Britain and France.	
<b>Level 1:</b>	<b>Basic explanation of bullet(s)</b> <b>Answer demonstrates basic knowledge and understanding that is relevant to the question</b>	<b>1–3</b>
	Students recognise and provide a basic explanation of one/both bullet points.  For example, the government created agencies that gave people jobs. The Second World War created jobs in factories making weapons.	
<b>Students either submit no evidence or fail to address the question</b>		<b>0</b>