



GCSE

History

8145/1A/D – Paper 1: Section A/D

America, 1920-1973: Opportunity and inequality

Mark scheme

June 2018

Version/Stage: 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

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.

In many of our mark schemes we use the following terms to describe the qualities and levels of reasoning of an answer:

Complex: Answers build on the qualities of developed answers. Answers display reasoning that shows the links or connections between evidence or details that are explicitly relevant to the question. Answers may show originality or sophistication. Answers demonstrate substantiated judgement or an awareness of the provisional and problematic nature of historical issues, evidence and interpretations.

Developed: Answers that display more than one step of reasoning or detailed explanation that is explicitly relevant to the question. Answers will sustain an explanation of the differences or similarities in sources or interpretations.

Simple: Answers that describe evidence, features or material relevant to the question. Answers that display simple one step reasoning or brief explanation of a point or comment that is explicitly relevant to the question. Answers may recognise, describe and may explain, simple similarities or differences in sources or interpretations.

Basic: Answers that identify evidence, features or material relevant to the question. Explanation is likely to be implicit or by assertion. Answers take features of sources or interpretations at face value. Material discussed may have implicit relevance.

When a question tests AO1 and AO2 in conjunction, the AO2 element of the level descriptor always is the first statement in the descriptor and the AO1 element is the second statement in the descriptor. It is also important to remember that the 'indicative' content, which accompanies the level descriptors, is designed to exemplify the qualities expected at each level and is not a full exemplar answer. Other historically accurate and valid answers should be credited.

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

How does **Interpretation B** differ from **Interpretation A** about Martin Luther King and the Civil Rights campaigns?

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 Interpretation B gives credit to a wider range of people in the civil rights movement specifically Rosa Parks. Whereas Interpretation A gives the impression that King was the most important part of the campaigns.	
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, Interpretation A says that King will never be forgotten in history. Interpretation B says that attention should not just be focused on King.	
	Students either submit no evidence or fail to address the question	0

0 2

Why might the authors of **Interpretations A** and **B** have a different interpretation about Martin Luther King and the Civil Rights campaigns?

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
	<p>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.</p> <p>For example, students may argue that Interpretation A was a speech on the day to commemorate Martin Luther King Day so it is bound to focus on the achievements of King as an individual. In Interpretation B, Carson’s personal experience means he can give a more balanced view about the importance of the ordinary people involved in the Civil Rights campaigns who did not become famous.</p>	
Level 1:	Simple answer analyses provenance to identify reasons for difference(s)	1–2
	<p>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.</p> <p>For example, Interpretation A focuses on King because he was the most famous person in the Civil Rights movement. Whereas Carson was an activist himself so he would want to take some credit personally.</p>	
	Students either submit no evidence or fail to address the question	0

0 3

Which interpretation do you find more convincing about Martin Luther King and the Civil Rights campaigns?

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 the Civil Rights campaigns involved a huge number of people over several decades. Even if Interpretation A is correct to acknowledge King's role as a significant individual, Interpretation B is more convincing about the campaigns as a whole.	
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, supporting Interpretation A by explaining the effects of the of the direct action led by King or explaining the importance of Rosa Parks in securing the landmark Civil Rights victory via the Montgomery Bus Boycott.	

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, supporting Interpretation B by reference to the events of the Montgomery Bus Boycott.

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 because King was famous for his organised marches and/or that Interpretation B is convincing because Rosa Parks started the Montgomery Bus Boycott.

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

0	4	Describe two problems faced by President Hoover in the years 1929 to 1932.	[4 marks]
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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: One problem was the camps of homeless people which were nicknamed ‘Hooverilles’ as a criticism of the President for not doing enough to help people during the depression.

Another problem was the poverty of farmers who were struggling with low prices and the dust bowl.

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

Students demonstrate relevant knowledge about the issue(s) identified which might be related, for example, the level of unemployment rose significantly which created homelessness and ‘Hooverilles’.

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

0 5

In what ways were the lives of American people affected by the New Deal?

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	<p>Explain and analyse historical events and periods studied using second-order concepts (AO2:4)</p> <p>Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)</p>	
Level 4:	<p>Complex explanation of changes</p> <p>Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question</p> <p>Extends Level 3.</p> <p>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.</p> <p>For example, building on the changes explained in Level 3, the analysis focuses on complex differences such as explaining the contrast between different social groups. White Americans benefited more widely than African Americans who were still suffered racial discrimination by some Alphabet Agencies.</p>	7–8
Level 3:	<p>Developed explanation of changes</p> <p>Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question</p> <p>Extends Level 2.</p> <p>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.</p> <p>In addition to a Level 2 response, students make additional developed point(s).</p> <p>For example, 2.5 million unemployed young men were specifically helped by the Civilian Conservation Corps which provided work on environmental projects such as planting trees.</p> <p>For example, the TVA and PWA began public building projects that created jobs for a wide range of people – architects and researchers as well as builders.</p>	5–6

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, people got jobs with Alphabet Agencies that used government money to build schools and airports.

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, people could rely on Agencies that gave them charity handouts such as soup and clothes.

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 problems in America during the 1920s:

- social reasons
- economic reasons?

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)	
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	10–12

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, students explain the effects of both factors on society and may conclude that as the economic reasons affected all parts of society across the whole country they can be judged as the more important reason for problems. The social problems caused by prohibition, gangsterism or racial persecution were more significant in particular parts of the country such as Chicago or southern states.

Level 3:	Developed explanation of both bullets Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question	7–9
	<p>Extends Level 2.</p> <p>Students may progress from a simple explanation of causation with extended reasoning supported by developed factual knowledge and understanding.</p> <p>For example, prohibition caused problems in American society because it led to organised crime and police corruption. Rival gangsters competed to control the illegal alcohol trade. They bribed law enforcers to turn a blind eye to their activities.</p> <p>The unequal distribution of wealth caused problems in American society because groups such as farmers suffered from falling incomes caused by overproduction after the First World War. Workers in old industries such as coal and cotton also suffered from competition with new industries such as electricity and rayon.</p>	
Level 2:	Simple explanation of bullet(s) Answer demonstrates specific knowledge and understanding that is relevant to the question	4–6
	<p>Students may progress from a basic explanation of causation by using simple reasoning and supporting it with factual knowledge and understanding.</p> <p>For example African Americans suffered from segregation and persecution; they lived in poor areas and were attacked by the KKK.</p>	
Level 1:	Basic explanation of bullet(s) Answer demonstrates basic knowledge and understanding that is relevant to the question	1–3
	<p>Students recognise and provide a basic explanation of one/both bullet points.</p> <p>For example, there was a lot of racial prejudice in society; African Americans were treated badly.</p> <p>There was a lot of poverty in American society; not all social groups had prosperity during the boom years.</p>	
	Students either submit no evidence or fail to address the question	0