



GCSE HISTORY 8145/1A/D

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

Mark scheme

June 2024

Version: 1.0 Final



2 4 6 G 8 1 4 5 / 1 A / D / M S

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 Examiner.

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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from aqa.org.uk

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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 the feminist movements in the 1960s and early 1970s?

Explain your answer based on what it says in **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
	<p>Students may progress from a simple analysis of interpretations with extended reasoning to explain the differences.</p> <p>For example, Interpretation A says that their campaigns were needed to make life fairer for women and create more equality in the workplace. Whereas Interpretation B says that the ERA would have taken away a woman’s right to stay with her child because if women were to be treated exactly the same as men, they could be conscripted into the army as men were.</p>	
Level 1:	Simple analysis of interpretation(s) to identify differences based on their content.	1–2
	<p>Students are likely to identify relevant features in each interpretation(s).</p> <p>For example, Interpretation A says that the feminist movements wanted to make life better for women whereas Interpretation B says that they could have taken away women’s rights.</p>	
	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 the feminist movements in the 1960s and early 1970s?

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, Interpretation A is an extract from Friedan’s autobiography so it would be expected that she would present her career in a positive way and justify the need for her campaigns. Furthermore, it was her book that began the feminist movement, so she is proud of its work. The date of publication and the title of Schlafly’s article shows that she has always been opposed to the work of the feminist movements.

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 written by a leader in the feminist movement, so it has a positive opinion about its aims and achievements. Whereas the author of Interpretation B campaigned against the ERA so she will be critical of them.

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

0 3

Which interpretation gives the more convincing opinion about the feminist movements in the 1960s and early 1970s?

Explain your answer based on your contextual knowledge and what is says in **Interpretations A** and **B**.

[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, Interpretation A is the most convincing about the women's movement because it reflects the broad ranging appeal of the campaigns to different groups of women. It is true that it was a mass movement that included representatives from African American and Native American Indian women. Although the STOP ERA campaign referred to in Interpretation B is an example of opposition to the women's movement, Interpretation A is a better example of how the majority of women felt in the 1960s and 1970s.

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, Interpretation A is convincing because the feminist movement was supported by women of every age group. Middle aged women were in a group called NOW who campaigned peacefully by writing to politicians and taking employers to court if they did not pay women the same as men. Younger women formed a group known as 'Women's Lib' and they took more direct action such as disrupting beauty contests. Interpretation B is convincing because it shows how the campaign for total equality in the law between men and women was opposed and ultimately failed. Schlafly said the ERA it would make life worse for women because it would to unisex bathrooms.

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 Schlafly led a campaign called 'Stop ERA' which was successful as not enough states voted for it to change to the constitution.

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, Interpretation A is convincing because the feminist movement campaigned for legal abortions and won a ruling by the Supreme Court in the case of Roe v Wade.

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

0	4	Describe two problems faced by immigrants in America in during the 1920s.	[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.

For example, one problem was that America was afraid that immigrants from Eastern Europe would bring communist ideas with them. During the Red Scare and ‘Palmer Raids’ thousands of people were arrested and deported for being suspected communists.

Another problem was the restrictions placed on the numbers of people allowed to enter America during the 1920s. Immigration Acts made it much more difficult to get into America from Southern and Eastern Europe and increased prejudice towards those who were already there.

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

Students demonstrate relevant knowledge about the issue(s) identified which might be related.

For example, one problem was that they were resented because they did not speak English very well. They were poorly paid and had to live in bad conditions.

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 Americans affected by developments in entertainment during the 1920s?

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 developments in entertainment were not welcomed by every section of American society. Some members of the older generation reacted negatively to the sexual content of some films and Hollywood had to introduce a code of conduct to censor the film industry.

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, the lives of people were affected by developments in entertainment during the 1920s because jazz music emerged as a new form of music. The fast tempos and rhythms appealed to young people, and it came to dominate nightclubs in big cities in the North. The new music led to new dance styles such as the Charleston.

For example, the lives of cinema fans were affected by the star system which developed in the 1920s. Movie actors were promoted using all forms of

available media such as radio and magazines which led fans to copy the hairstyles and dress sense of their favourite actors.

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, audiences were able to follow sports games on the radio. Sports people became celebrities because they were known to mass audiences.

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, there were new forms of entertainment. Silent films developed into 'talkies'.

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

0 6

Which of the following had more impact on America:

- the New Deal
- 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** **10–12**

Extends Level 3

Students may progress from a developed explanation of change 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 had a greater impact on America because it led to long term change in society. The American economy continued to prosper after the war because it supplied Europe with consumer goods. This prosperity was one of the factors that led to the birth of the ‘teenager’. The creation of the Fair Employment Practice Committee during the war brought attention to the issue of racial discrimination. This contributed to the growth of the Civil Rights movement in the decades that followed.

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

Extends Level 2.

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

For example, the New Deal had an impact on America because the government changed from the policy of 'laissez- faire' and started to use taxpayers money to try and get the economy out of depression. Alphabet Agencies were established to provide jobs and income to different groups in society such as farmers, homeowners and young people. This policy was criticised for interfering too much in how businesses were run. When FDR reduced his New Deal spending, unemployment figures rose again so the impact was not effective in the long term.

For example, the Second World War had a social and economic impact on America because new opportunities emerged to meet the demands of war contracts. The government ended America's policy of isolationism with the Cash and Carry Plan and after the attack at Pearl Harbour the War Production Board converted peacetime industries to war work. This created jobs for men and women in weapons factories. There was also a social impact because women took on traditional male roles and African Americans filled a wider range of roles in the armed forces.

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 change 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. But some people criticised the New Deal for wasting money and allowing people to be lazy rather than help themselves.

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, the New Deal was a plan by the government to create Alphabet Agencies which would end the depression in America. The Second World War created jobs for American people; factories were used to make weapons.

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