
GCSE HISTORY 8145/1A/D

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

Mark scheme

June 2021

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 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.

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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 immigrants in America in the 1920s?

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 B recognises that immigrants in the 1920s are as valuable to America as all the previous generations of immigrants whereas Interpretation A argues that they have no loyalty to American laws or values. Interpretation A suggest that immigrants want to change America.</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 immigrants are a threat to America. Interpretation B says that immigrants work hard.</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 immigrants in America in the 1920s?

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 by a Protestant bishop and is prejudiced against immigrants who are catholic. Whereas, Interpretation B is by Clancy, a Republican politician who is more likely to focus on the economic contribution made by immigrants, who work hard and improve America.

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 is the founder of a racist group. Interpretation B values immigrants.

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

0 3

Which interpretation do you find more convincing about immigrants in America in the 1920s?

Explain your answer based on your contextual knowledge and what it 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 B is not widely representative of the attitudes shown to immigrants. The strong work ethic that is praised by Clancy was more usually held against immigrants because they were willing to work for lower wages and were accused of stealing jobs from white Americans. This sort of prejudice against immigrants was the reason for the execution of Sacco and Vanzetti despite a lack of conclusive evidence.

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 it shows the attitudes that led to the Immigration Acts of the 1920s which were designed to limit the amount of new arrivals by only allowing a fixed quota to enter America. The Acts were targeted at immigrants from Eastern Europe who were suspected of having communist beliefs.

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 America had always been a melting pot for many different nationalities. People came in the 1920s because the industrial boom created economic opportunities and a high standard of living.

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 as many Americans were prejudiced against immigrants that arrived in the 1920s because they did not speak English.

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

0	4
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Describe two problems tackled by feminist movements in the USA in the 1960s and early 1970s.

[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.

One problem was the fight to gain the legal right to abortion. This was achieved by a Supreme Court ruling in 1973 despite opposition from some states.

Another problem was the opposition to the Equal Rights Amendment. It was argued that full sexual equality could disadvantage women by, for example, sending them into combat.

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

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

For example, feminists campaigned for women to receive equal pay to men for doing the same job.

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

0 5

In what ways were the lives of Americans affected by the Civil Rights campaigns?

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 lives of white Americans were affected by the Civil Rights Movement because it drew worldwide attention to the inequality of American society. Scenes of the violence used against protesters on Freedom Rides and the Birmingham March were transmitted worldwide.

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, positive effects were achieved by Martin Luther King's peaceful campaign methods and speeches. He gained the support of President Kennedy and this led to the passing of a Civil Rights Act in 1964 that outlawed discrimination in public place such as drinking fountains.

For example, some lives were negatively affected by the violence used as part of the Black Power Civil Rights movement. There were riots in the Southern states of America 1965-67. The Black Panthers had serious clashes with the police.

Level 2:	<p>Simple explanation of change Answer demonstrates specific knowledge and understanding that is relevant to the question</p> <p>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.</p> <p>For example, Campaigns such as the Bus Boycott influenced the Supreme Court to make segregation illegal on public transport.</p>	3–4
Level 1:	<p>Basic explanation of change(s) Answer demonstrates basic knowledge and understanding that is relevant to the question</p> <p>Students identify change(s), which are relevant to the question. Explanation at this level is likely to be implicit or by assertion.</p> <p>For example, people went on protest marches to campaign for Civil Rights.</p>	1–2
	<p>Students either submit no evidence or fail to address the question</p>	0

0 6

Which of the following had more impact on the effects of the Depression in America:

- the actions of President Hoover
- the actions of President Roosevelt?

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** **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, the actions of Roosevelt were seen as being much more impactful because he made it clear that he wanted to bring 'relief, recovery and reform' and he spoke to the whole nation during his 'Fireside Chats'. However, the New Deal was not necessarily more successful than the policies of President Hoover. When President Roosevelt cut down his New Deal programme spending in 1937, unemployment began to rise again.

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, President Hoover did not have much impact on the effects of the Depression. Although he cut taxes and set up building programmes to create jobs he was blamed for not solving society's problems and expecting people to be 'rugged individuals'. The Depression caused people to become poor. Bread lines and soup kitchens were needed in towns and cities to feed people. Farmers lost their land as they could not sell either livestock or agriculture.

For example, Roosevelt had a big impact because he was prepared to take action to solve the Depression. His party did not believe in 'Laissez Faire'. He reformed the banking system and created Alphabet agencies such as FERA and CWA that would provide charity to the poor and provide create jobs through the construction of public facilities.

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, President Hoover did not believe that the government should get involved in helping people. He set the army on the 'Bonus Army'. He thought the economy would recover by itself.

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, President Hoover did not help during the Depression; people became homeless and lived in camps which were nicknamed 'Hoovervilles'.

President Roosevelt's New Deal created jobs in the 1930s; Alphabet Agencies built schools and roads.

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