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GCSE

**HISTORY**

**8145/1A/D**

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

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**Mark scheme**

Additional 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.

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

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How does **Interpretation B** differ from **Interpretation A** about women in the 1920s?

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.

<b>Target</b>	<b>Analyse individual interpretations (AO4a)</b> <b>Analyse how interpretations of a key feature of a period differ (AO4b)</b>	
<b>Level 2:</b>	<b>Developed analysis of interpretations to explain differences based on their content</b>	<b>3–4</b>
	Students may progress from a simple analysis of interpretations with extended reasoning to explain the differences, for example, how Fleischman (Interpretation A) details the groups of women in society who were clearly unaffected by the boom. By comparison students might draw on F Scott Fitzgerald (Interpretation B) to explain the hedonistic nature of the ‘spree’, which rich Flappers were in a position to enjoy, which had little to do with domestic chores and wage earning.	
<b>Level 1:</b>	<b>Simple analysis of interpretation(s) to identify differences based on their content</b>	<b>1–2</b>
	Students are likely to identify relevant features in each interpretation(s), for example, according to F Scott Fitzgerald (B), women could enjoy a wild, Flapper lifestyle; whereas Fleischman (A) claims that for the majority, life consisted of hard work combining drudgery inside and outside the home.	
	<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>

**0 2**

Why might the authors of **Interpretations A** and **B** have a different interpretation about women 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.

Students argue that the interpretations were based on different circumstances, beliefs and purposes. For example, Fleischman was a campaigner for women's rights and therefore a critic of the poverty endured by many and hence sought to justify her own views that the boom was not shared by everyone. Fitzgerald and his wife were part of, and represented 'Flapper' society; he was happy to draw on his experiences to sell his novels and enjoy a playboy lifestyle in which he clearly revelled. His circumstances, then, linked self-interest with personal experiences about his own social circle.

**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 Fleischman who was a campaigner and would use information about different groups of women to support her case. Interpretation B was by a novelist who would have had little knowledge outside his social circle of the experiences of most women. He wrote about what he knew.

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

**0 3**

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

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 A is more convincing as it takes a wider view – it continues the explanation from Level 3 by contrasting large variations in wealth during the boom and how this had an impact on women. While there is a sound basis of knowledge to support the activities of flappers, there is also evidence of more continuity for the largest groups of women; so there was rather more to it than Interpretation B's single and narrow focus on one small group of women, who came to represent one small aspect of the jazz age, rather than the experience of most women.

**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 why some of the groups identified in Level 2 remained depressed, and by explaining why Fitzgerald's (Interpretation B) comments about Flappers' excesses does accord with our knowledge of the way that some young women embraced new behaviours eg smoking, dancing, new forms of dress etc.

**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, students might develop an argument supporting Interpretation A by reference to identified knowledge of specific groups who remained poor in the 1920s, such as white farmers, workers in traditional industries, women and black Americans.

**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 state that Interpretation A is convincing as many Americans were poor and did not enjoy the benefits of the economic boom, and/or that Interpretation B is not convincing as Fitzgerald is only talking about Flappers.

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

<b>0</b>	<b>4</b>
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Describe two problems faced by President Roosevelt from the opposition to the New Deal.

**[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: opposition gained support and a large following; Huey Long was regarded as dangerous and Father Coughlin’s NUSJ had a large membership. They both thought the New Deal should go further. Another problem was opposition from the Supreme Court which caused problems because reforms were ruled unconstitutional.

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

Students demonstrate relevant knowledge about the issue(s) identified which might be related, for example, opposition from those who thought the New Deal didn’t do enough, such as Huey Long, and from those who thought the New Deal went too far, eg Republicans.

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

0	5
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In what ways did the lives of African-Americans and women change during 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, building on the changes in Level 3, the analysis focuses on complex differences such as explaining why the experiences of black service people were worse in the Navy, and/or contrasting the real advances for women in the war because some of them became pilots for example, serving as more than nurses or secretaries.

**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, while black Americans joined the forces in huge numbers and continued to face discrimination, those in war production in northern cities enjoyed increased wages. They still only received half the wages of white workers causing worsening racial tensions as evidenced by some severe race riots. In the army, at first, black Americans were cooks and labourers and not allowed to fight. Slowly changes took place; by 1944 black American units were in combat and by 1945, integrated units had appeared for the first time.

**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, millions joined in war production while some joined the armed forces. In aircraft and munitions factories women were a large part of the workforce. While they were able to enjoy the extra income, women were disappointed to receive lower wages than men for doing the same work. But women in the armed forces could become pilots.

**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 were in demand in factories for war production so millions gained employment; Black Americans were drafted into the armed forces in large numbers but at first weren't allowed to fight.

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

**0 6**

Which of the following achieved more in the 1960s and early 1970s:

- campaigns to improve the rights of African-Americans
- campaigns to improve the rights of women?

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, students may argue from their developed explanations and conclude that changes to the law did not lead to a breakthrough in rights for either group. Segregation was made illegal, but for black Americans, the death of Martin Luther King and the rise of racial violence and Malcolm X, proved that attitudes were hard to change.

Similarly, for women, it took repeated court judgements to give them equal pay and the opposition from some women to the Equal Rights Amendment, which would have changed the Constitution, showed again people were not convinced about equal rights. Though answers may conclude that more was achieved for women given the degree of racist violence, which made black Americans uneasy.

**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, the Civil Rights Act of 1964 resulted in the outlawing of discrimination on the basis of race and colour in hotels, restaurants and theatres. It forced desegregation onto government agencies, while schools were only encouraged to desegregate. Black Americans had to wait for a new law giving them voting rights – so the Act only went so far. The 1968 Act did go a little further and gave rights when buying or renting property.

For women, a law was passed which gave them equal pay with men and this was followed by the 1964 Act also outlawed discrimination and helped them towards better status in society. Without the laws being passed, there would have been no hope of improvements being made, but at least they now had a chance to use the courts to back up examples of discrimination.

**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. the Civil Rights Act of 1964 resulted in the outlawing of discrimination on the basis of race and colour in hotels, restaurants and theatres. The 1968 Act gave rights when buying or renting property.

For women, the 1964 Act also outlawed discrimination and helped them towards equal pay.

**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, Civil Rights Acts had been passed to change the law leading to improvements for both black Americans and women.

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