

GCSE
HISTORY
8145/1A/D

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

Mark scheme

June 2022

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 popular culture, including Rock and Roll, in post-war America?

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
	Students may progress from a simple analysis of interpretations with extended reasoning to explain the differences.	
	For example, Interpretation B says that only a few teenagers were affected by Rock and Roll and that most people hated it. Whereas Interpretation A says that it influenced the whole country in terms of consumerism and social attitudes throughout an entire decade.	
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 B says Rock and Roll was a bad influence whereas Interpretation A says that Rock and Roll was a good thing that brought joy.	
	Students either submit no evidence or fail to address the question	0

0	2
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Why might the authors of **Interpretations A** and **B** have a different interpretation about popular culture, including Rock and Roll, in post-war America?

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 written by someone who has made a career out of new styles of music being created so he clearly welcomes new fashions in popular culture. Whereas, Sinatra lost his fame and popularity when the new style of music became fashionable. The development of Rock and Roll caused him to suffer financially and professionally.

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 written by someone who enjoyed Rock and Roll music as a young person whereas Interpretation B is written by someone who was an older adult during the 1950s.

Students either submit no evidence or fail to address the question

0

0	3
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Which interpretation gives the more convincing opinion about popular culture, including Rock and Roll, in post-war America?

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, the interpretations reflect the different attitudes of the age groups affected by post war popular culture. The teenagers were attracted to the excitement associated with the rebelliousness of the new culture symbolised by film stars such as James Dean. But some of the older generation, such as Sinatra in Interpretation B, were shocked by the attitudes of teenagers and blamed Rock and Roll for encouraging lawlessness.

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 teenagers were a large part of the consumerism in post war popular culture. They had huge spending power which they used on music, cars and alcohol. They were the first generation of young people in America that did not have to get jobs to support their parents and Rock and Roll helped to create a new identity for their age group. Interpretation B is not convincing when it says everyone was horrified by Rock and Roll because businesses were happy to target new products at the new consumer group of ‘teenagers’.

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 A is convincing. Teenagers liked Rock and Roll because it was easy to dance to. Listening to Rock and Roll seemed daring to teenagers because the songs had sexual references which was very different from the types of music their parents listened to.

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 B is not convincing because it was not just a few teenagers that listened to Rock and Roll. Singers such as Elvis Presley sold millions of albums.

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

0	4
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Describe two problems faced by people in America during the Depression.

[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, one problem was that the farming industry failed. Large areas of farmland had become a dust bowl which was impossible to farm. Bank loans for equipment caused financial pressure on farmers.

Another problem was that the government did not provide any effective help. Without a job, people could not pay their mortgages and were evicted from their homes.

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

Students demonstrate relevant knowledge about the issue(s) identified which might be related to, for example, millions of people lost their jobs because businesses closed down.

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 American people affected by feminist movements in the 1960s and early 1970s?

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, people’s lives were affected in different ways. Whilst the feminist movements increased opportunities by law in terms of education and reproductive rights, in practice the new laws did not guarantee more equality for all American women. The average rate of pay for women remained lower than for men.

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 changes, supporting them by factual knowledge and understanding.

In addition to a Level 2 response, students make additional developed point(s).

For example, women gained more rights when the campaign to legalise abortion was won via the ‘Roe v Wade case’. The Supreme Court ruled that women had the right to a safe, legal abortion. This was supported by Betty Friedan and the National Organisation for Women (NOW) which campaigned for sexual equality in US law.

For example, the lives of some women were affected by the ‘Stop ERA’

campaign. They were successful because the proposed Equal Rights Amendment (ERA) to the constitution was not ratified. The ERA would have granted full gender equality rights but the ‘Stop ERA’ campaign argued it would be damaging to society and women’s rights because they could, for example, be drafted into combat as men were.

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, the campaign group called ‘Women’s Lib’ used extreme demonstration tactics such as disrupting the Miss World beauty contest and burning bras because these things represented the way women were objectified and controlled by men.

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, the law was changed by the Equal Pay Act to ensure that men and women received equal pay for doing the same job.

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

0	6
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Which of the following had more impact on American society in the 1920s:

- prohibition
- immigration?

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, prohibition had more impact because this affected every social group in society in some way. Furthermore, the impact of police corruption and organised crime was a real threat to the security of all citizens. Whereas, the fear generated by the 'Red Scare' and the imagined threat of communism posed by immigrants was unfounded and never materialised. There was never an attempted revolution.

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, one impact of prohibition was that gangsters such as Al Capone

gained more influence in society. They were able to make millions of dollars by supplying smuggled alcohol because they bribed law enforcers to turn a blind eye to their activities. Organised crime also made them wealthy because they forced business owners to pay protection money to avoid having their shops vandalised.

For example, immigration in the 1920s had an impact on society because it created fear and division. The immigrants that arrived from Central and Eastern Europe were suspected of bringing communist ideas. This led to a fear of a revolution happening in America and was known as a ‘Red Scare’. There was a lot of prejudice against immigrants and during the ‘Palmer Raids’, thousands of suspected communists were arrested but there was no evidence of any plans to launch terror attacks.

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, people made their own alcohol which was called moonshine; this was so strong that it poisoned people and alcohol related deaths increased during prohibition. There were not enough agents to enforce the law or prevent smuggling.

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, alcohol was made illegal; people went to secret bars that were called Speakeasies. Immigrants in the 1920s faced prejudice; they were paid extremely low wages and accused of stealing jobs from other Americans.

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