

# GCSE HISTORY

(8145)

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**Marked Paper 1A/D -  
America, 1920-1973:  
Opportunity and inequality**

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Understand how to apply the mark scheme for our sample assessment papers.

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# EXAMPLE RESPONSES



## Example responses plus commentaries

The following student responses are intended to illustrate how the mark scheme can be interpreted and how it is likely that students will respond to the questions, allowing the student and teacher to explore and reflect upon the mark scheme and how answers can be improved.

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

### Question 01

How does **Interpretation B** differ from **Interpretation A** about women in the 1920s? Explain your answer using **Interpretations A** and **B**.

[4 marks]

### Mark scheme

|                |   |            |
|----------------|---|------------|
| <b>Target</b>  | <b>Analyse individual interpretations (AO4a)</b><br><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>   |

### Student response

Interpretation A describes the lives of women who clearly did not benefit from the economic boom. The new consumer goods meant little to them as they still had to work hard in the home in traditional roles; but they also had to take on extra work to supplement their husbands’ low pay. By contrast, Interpretation B describes the younger generation of urban women who had the wealth to be able to go against tradition and embrace the ‘flapper’ lifestyle, to the disgust of the older generation of traditionalists.

### Commentary – Level 2

The response shows developed analysis that explains the difference between the interpretation. The response draws a contrast between the traditional role of women

in interpretation A and the flappers who 'threw off tradition' in B, supported with the content of both interpretations.

## Question 02

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]

## Mark scheme

|                |  |            |
|----------------|--|------------|
| <b>Target</b>  | <b>Analyse individual interpretations (AO4a)</b><br><b>Analyse why interpretations differ (AO4c)</b>   |            |
| <b>Level 2</b> | <b>Developed answer analyses provenance of interpretation to explain reasons for differences</b><br><br>Students may progress from identification to explanation of the reasons for differences in the interpretations with extended reasoning 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.<br><br>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. | <b>3–4</b> |
| <b>Level 1</b> | <b>Simple answer analyses provenance to identify reasons for differences</b><br><br>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.<br><br>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.   | <b>1–2</b> |
|                | <b>Students either submit no evidence or fail to address the question</b>  | <b>0</b>   |

## Student response

Fleischman was a campaigner for women's rights, so focuses on those women who were trapped by poverty and tradition who did not enjoy the freedoms offered by the economic boom. Fitzgerald, by contrast, was writing about the women he knew; he was wealthy and his wife was a flapper, so he was writing about the lifestyle he and his wife experienced. As a novelist who wrote about the fun life of wealthy women who lived in the cities, and he probably knew nothing about the lives of the 'ordinary' women that Fleischman was interested in.

## Commentary - Level 2

The response shows developed analysis of the provenance of each interpretation. Explanations of reasons for difference are based on the beliefs of Fleischman and the context in which Fitzgerald was writing.

## Question 03

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]

## Mark scheme

|                |  |            |
|----------------|--|------------|
| <b>Target</b>  | <b>Analyse individual interpretations (AO4a)</b><br><b>Evaluate interpretations and make substantiated judgements in the context of historical events studied (AO4d)</b>   |            |
| <b>Level 4</b> | <b>Complex evaluation of interpretations with sustained judgement based on contextual knowledge/understanding</b><br>Extends Level 3.<br>Students may progress from a developed evaluation of interpretations by analysis of the relationship between the interpretations supported by factual knowledge and understanding.<br>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. | <b>7–8</b> |
| <b>Level 3</b> | <b>Developed evaluation of both interpretation based on contextual knowledge/understanding</b><br>Extends Level 2.<br>Answers may assert one interpretation is more/less convincing.<br>Students may progress from a simple evaluation of the interpretations by   | <b>5–6</b> |

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 by supporting it 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**

### Student response

Interpretation A is convincing, because we know that many poor Americans received no benefit from the economic boom. Women who lived in poor rural areas had little or no opportunity to buy or use the labour-saving consumer goods available to wealthier urbanites, and were unable to break out of their traditional lives of drudgery. Although many did undertake extra work, their pay was low and merely supplemented the similarly low pay of their husbands.

Interpretation B is also convincing in describing the fun and 'over-indulgent' lives of the flappers. For example, wealthy young women in the cities broke with tradition and went out drinking and dancing and smoked in public, and they wore clothes that were more revealing than traditional fashions. This meant that their behaviour scandalised the older, traditional generation.

While both interpretations are convincing in their own way, demonstrating the big differences in women's lives in the 1920s, Interpretation A is more convincing as a description of the lives of most American women. Interpretation B is convincing as a description of some young women, who were wealthy and lives in the cities; but as a picture of the lives of most women in the 1920s we must agree that A is the more convincing interpretation.

## Commentary – Level 4

The evaluation of A corroborates the interpretation with reference to the low pay received by women at this time, while knowledge of who owned the new consumer goods (wealthy urbanites) is used to support a point about the lack of these goods for women in rural areas. B is also evaluated using appropriate contextual knowledge.

The judgement shows complex thinking about which is most convincing about the issue in the question. A is representative of a wider section of American women in the 1920s. However the point requires some further substantiation with contextual knowledge (ie why is A representative of a wider group of women). This is why the response would not be credited at the top of level 4.

For A, further reference could also reasonably be made to the types of roles that poorer American women in general were performing (secretarial work, factory work), or how the lives of rural women were affected by the poverty in the countryside and farming in the 1920s

## Question 04

**Describe two problems faced by President Roosevelt from the opposition to the New Deal.**

**[4 marks]**

**Target**     **Demonstrates knowledge of the key features and characteristics of the periods studied (AO1a)**  
**Demonstrates 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 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 to, 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**

## Student response

FDR faced criticism of the New Deal from the Supreme Court, which ruled that some of the measures of the New Deal were unconstitutional. The Court argued that the New Deal gave the federal government too much power, which undermined the powers of individual states.

FDR also faced criticism from radical elements – such as Senator Huey Long – who felt that the New Deal did not go far enough. They felt that the government was not doing enough to help disadvantaged groups (such as African Americans, but also the poorest whites) who indeed benefited little from the New Deal policies.

## Commentary – Level 2

Two problems are identified and described, showing knowledge and understanding relevant to the issue in the question. The response would also be credited at the top of level two if the student described how these objections were a problem for Roosevelt.

## Question 05

**In what ways did the lives of black Americans and women change during the Second World War?**

**[8 marks]**

### Mark scheme

|                |   |            |
|----------------|---|------------|
| <b>Target</b>  | <b>Explain and analyse historical events and periods studied using second-order concepts (AO2:4)</b><br><b>Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)</b>  |            |
| <b>Level 4</b> | <b>Complex explanation of changes</b><br><b>Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question</b><br>Extends Level 3.<br>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 factual knowledge and understanding.<br>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.   | <b>7–8</b> |
| <b>Level 3</b> | <b>Developed explanation of changes</b><br><b>Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question</b><br>Extends Level 2.<br>Students may progress from a simple explanation by developed reasoning considering <b>two or more</b> of the identified changes, supporting them by factual knowledge and understanding.<br>In addition to a Level 2 response, students make additional developed point(s).<br>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.<br>For example, millions of women 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. | <b>5–6</b> |

|                |  |            |
|----------------|--|------------|
| <b>Level 2</b> | <b>Simple explanation of change</b>  | <b>3–4</b> |
|                | <b>Answer demonstrates specific knowledge and understanding that is relevant to the question</b>   |            |
|                | 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 <b>one</b> 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. |            |
| <b>Level 1</b> | <b>Basic explanation of change(s)</b>  | <b>1–2</b> |
|                | <b>Answer demonstrates basic knowledge and understanding that is relevant to the question</b>  |            |
|                | 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.  |            |
|                | <b>Students either submit no evidence or fail to address the question</b>  | <b>0</b>   |

## Student response

Firstly, black people were restricted in terms of access to social places. They were banned from public restaurants and at some cinemas, charged more money than those of whites. White GI's sought to have them (coloured people) banned from Leisure centres. This meant that they were heavily segregated still. However, during the war, black Americans were prepared to take on more jobs and by the end of 1944, 600 black soldiers were trained as pilots. Also in 1944, General Eisenhower makes integrated combat units. By then they were active. They felt more involved and had new jobs; a contrast to the inequality before the war which is a social and economical change similar to women's new confident roles with more independence and free time.

Secondly, women's lives changed positively in World War Two. Before 1941, women were thought of as 'unsuitable' for work. They often had to give up paid work when married. After 1941, women were changed from semi-skilled jobs such as crane operators and nurses. 18.5 million women were employed by 1945, and now they had time to spend money, go out and have fun, which was a positive social change. However, their futures were uncertain as the men would reclaim their roles once they returned from war, leaving women apprehensive for their jobs and roles in society.

## Commentary – Level 4

Complex analysis is shown in the contrast drawn between black Americans and women in order to measure the level of change. This comparison is not required by the question, but it is used effectively here. The second point explains that there were limits to change ('their futures were uncertain as the men...'), though this point is left short of complex as judgement is not sustained.

## Question 06

**Which of the following was the more important reason why there were more opportunities in America in the 1920s:**

- economic growth
- social changes?

**Explain your answer with reference to both reasons.**

**[12 marks]**

## Mark scheme

**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.

Candidates 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, candidates may conclude that economic growth enabled many aspects of social change. People had the money to buy cars, go to the cinema and buy into the consumer lifestyle and if they didn't have the money then they would not have been able to have opportunities that were brought about by social change. Or that the social changes in America at this time, such as the greater freedom and opportunities for women, fuelled the economic boom by creating consumer demand and expanding its workforce.

|                |   |            |
|----------------|---|------------|
| <b>Level 3</b> | <p><b>Developed explanation of both bullets</b></p> <p><b>Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question</b></p> <p>Extends Level 2</p> <p>eg Candidates may progress from a simple explanation of causation with extended reasoning supported by developed factual knowledge and understanding.</p> <p>For example, economic demand for consumer goods and the use of mass production meant employment opportunities and a rise in real wages of 11% More disposable income helped new industries like car manufacturing to develop and in the 1920s many Americans were able to enjoy a better standard of living. Also, social change meant that many people had more freedom, especially women. Advertising and the cinema made it acceptable for young women, ‘the flappers’, to enjoy new freedoms such as they were no longer restricted to what they could wear, they could go out dancing on their own and could work.</p> | <b>7-9</b> |
| <b>Level 2</b> | <p><b>Simple explanation of bullet(s)</b></p> <p><b>Answer demonstrates specific knowledge and understanding that is relevant to the question.</b></p> <p>Candidates may progress from a <b>basic</b> explanation of causation by using simple reasoning and supporting it with factual knowledge and understanding</p> <p>For example, economic growth meant that there was more opportunity in America because the use of mass production meant more employment opportunities, a rise in real wages and more disposable income; changing social attitudes fuelled by advertising and the cinema, meant that women had greater freedom.</p>  | <b>4-6</b> |
| <b>Level 1</b> | <p><b>Basic explanation of bullet(s)</b></p> <p><b>Answer demonstrates basic knowledge and understanding that is relevant to the question.</b></p> <p>Candidates recognise and provide a basic explanation related to one/both bullet points.</p> <p>For example, there were more opportunities because of rising wages and prosperity; women had more opportunities because they had more freedom.</p>   | <b>1-3</b> |
|                | <p><b>Candidates either submit no evidence or fail to address the question</b></p>  | <b>0</b>   |

## Student response

Economic growth was one of the factors why there was more opportunity. The development of mass production, with standardised parts and the assembly line, meant that many more people had jobs. This created opportunity throughout America: for example, Ford Motor Industries, where one car was produced every minute. This allowed unskilled workers to work and receive a good wage. More women were able to work, which increased their financial independence and allowed them to buy consumer goods. This then increased consumerism, which boosted the economy even more. Greater prosperity also meant jobs in other industries such as steel, leather and oil opened up.

The increase in automobile and radio sales also helped to drive social change. The increase in car sales meant that people were able to socialise more, as they could drive to sports games, the cinema, and further afield in America. The radio and cinema were extremely popular, helping to promote consumer goods, leisure activities and fashions. For example, cinema helped to promote the 'flapper' lifestyle, which changed the outlook for young women in society. They drank, smoked, and went to nightclubs to dance to jazz. The consumer goods promoted in magazines and on the radio also made housework quicker and easier for women, which gave them more leisure time.

Overall, economic growth was the main reason why there were more opportunities. As the economy grew it created more jobs, which gave people the money and time to take advantage of social changes – especially a large number of people who would not have been able to do so before. The things that influenced and brought about social change – radios, cars, the cinema, consumer goods – were a product of economic growth; and they were available to more people as a result of the booming economy.

## Commentary – Level 4

Knowledge and understanding is used to support explanation of both bullet points. The teacher comment that the first paragraph focuses more explicitly on the question (opportunities) is well made. A judgement is signalled in the second paragraph and substantiated in the concluding paragraph. Complex thinking is shown in the explanation of the relationship between the two reasons (economic growth led to social change), with accurate knowledge and understanding used to support it.

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