



**General Certificate of Education  
June 2011**

**AS History 1041**

**HIS1M**

**Unit 1M**

**USA, 1890–1945**

**Final**

***Mark Scheme***

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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 to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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## Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level candidates. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Candidates who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Candidates who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which candidates meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a candidate performing at the highest AS level is already well prepared for the demands of A2.

## **CRITERIA FOR MARKING GCE HISTORY:**

### **AS EXAMINATION PAPERS**

#### **General Guidance for Examiners (to accompany Level Descriptors)**

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##### **Deciding on a level and the award of marks within a level**

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that candidates might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other candidates' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Candidates should never be doubly penalised. If a candidate with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a candidate with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

June 2011

**GCE AS History Unit 1: Change and Consolidation**

**HIS1M: USA, 1890–1945**

**Question 1**

- 01** Explain why the USA became increasingly isolationist in the years 1918 to 1921. (12 marks)

*Target: AO1(a), AO1(b)*

**Generic Mark Scheme**

Nothing written worthy of credit. **0**

- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

**Indicative content**

**Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Answers should include a range of reasons as to why the USA became increasingly isolationist in the years 1918 to 1921.

Candidates might include some of the following factors:

- the influence of the Republican party
- the support of American citizens for isolationism.

*OR* Candidates may refer to some of the following long-term factors:

- traditional foreign policy which was based on avoiding foreign entanglements was very significant amongst politicians
- peace was better for business and the repayment of loans.

and some of the following short term/immediate factors:

- the decline in popularity of Woodrow Wilson
- number of American dead during the First World War
- disillusionment with the peace making at Versailles from 1919, e.g. greed and behaviour of 'old world politicians'
- lack of support for League of Nations.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might explain how economic reasons were the most important factor because of the money made from the First World War and how the USA could return to prosperity by staying out of further 'foreign entanglements' in Europe.

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**Question 1**

- 02** How important was public opinion in causing the USA to go to war in 1898 and again in 1917? (24 marks)

*Target: AO1(a), AO1(b), AO2(b)*

**Generic Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

**Indicative content**

**Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Candidates should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

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Factors suggesting the importance of public opinion in causing the USA to go to war in 1898 and again in 1917 might include:

- in 1898 public opinion pressurised McKinley after the sinking of the Maine into entering the Spanish American war
- in 1917 Wilson went to war after public opinion changed following the sinking of the Lusitania in 1915 and the Zimmermann Telegram
- politicians and the President were aware of the significance of public opinion because they decided who got elected and the President will not usually act without support.
- public had more sympathy with Great Britain because of the traditional relationship and wanted to save relatives, friends etc from the Hun in 1917
- USA population were sympathetic to the Cuban revolt because of their traditional anti-imperialist attitudes.

Factors suggesting the non-importance of public opinion in causing the USA to go to war in 1898 and again in 1917 might include:

- the 'yellow press' influence over the sinking of the Maine
- role of President McKinley and T Roosevelt in 1898
- events were more influential than the public in going to war in 1917
- Wilson changed his isolationist ideas because of the threat to democracy. Entry into the First World War became part of a moral crusade for a better world
- President can act on his own because he is the Commander-in-Chief of armed forces and he has responsibility for foreign policy.

Good answers are likely to/may show awareness that although public opinion is very important the President can take the USA into a war on his own initiative and the context is equally as important. The best answers are likely to identify the similarities and differences between 1898 and 1917.



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**Question 2**

**03** Explain why the Palmer Raids took place in 1920. (12 marks)

*Target: AO1(a), AO1(b)*

**Generic Mark Scheme**

Nothing written worthy of credit. **0**

**L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**

**L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

**L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

**L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

**Indicative content**

**Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Answers should include a range of reasons as to why the Palmer Raids took place in January 1920.

Candidates might include some of the following factors:

- Bolshevik Revolution of 1917
- influence of Palmer
- to prevent anarchy
- changing nature of post World War One USA.

OR Candidates may refer to some of the following long-term factors:

- traditional dislike of any type of socialism

and some of the following short-term/immediate factors:

- bombs sent through post to individuals in 1919
- public opinion
- industrial unrest in 1919.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might explain that Palmer was significant because of the Red Scare but he was only a symptom of the fear that the USA was changing too quickly from traditional values.

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**Question 2**

- 04** How far did attitudes in the USA towards immigrants change in the years c1920 to 1929? (24 marks)

*Target: AO1(a), AO1(b), AO2(b)*

**Generic Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

**Indicative content**

**Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Factors suggesting how far attitudes in the USA changed positively towards immigrants in the years c1920 to 1929 might include:

- pre-war attitudes were positive because making contribution to the economy
- some immigrants fought for the US in the war

- c1920 attitudes were positive as once more the economy boomed and they were used as cheap labour in the factories
- immigrants were consumers throughout the 1920s and despite limits they were welcomed
- Mexican immigrants worked in California as seasonal workers
- tolerance towards Italians because of provision of illegal liquor.

Factors suggesting how far attitudes in the USA changed negatively towards immigrants in the years c1920 to 1929 might include:

- during the First World War attitudes turned negative towards some German immigrants
- after the Russian Revolution attitudes changed towards Eastern Europeans because of fear of anarchy and communism
- growth of Nativism with the KKK led to attacks on immigrants
- anti-immigrants because of prohibition and cultural differences
- Quota Acts showed a desire to stop mass immigration.

Good answers are likely to/may show an awareness that attitudes changed because of events such as the First World War, boom in the 1920s and the Emergency Quota Act and Johnson Reed Act of 1924. Alternative approaches will be credited such as answers which argue attitudes relaxed by the end of the 1920s, or attitudes in the 1920s changed from before the 1920s.

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**Question 3**

**05** Explain why there was opposition to the first New Deal. (12 marks)

*Target: AO1(a), AO1(b)*

**Generic Mark Scheme**

Nothing written worthy of credit. **0**

**L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**

**L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

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**L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

**Indicative content**

**Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Answers should include a range of reasons as to why there was opposition to the first New Deal.

Candidates might include some of the following factors:

- Left thought it was not radical enough
- Right thought it was too socialist
- Democrat Party felt its policies went too far in restricting individual liberties
- Republican businessmen felt it interfered too much with business and was a threat to capitalism
- rich thought Roosevelt was a traitor to his own class.

*OR* Candidates may refer to some of the following long-term factors:

- traditional dislike of big government in the USA

and some of the following short-term/immediate factors:

- some acts were thought to infringe the constitution
- it seemed to be a dangerous experiment
- it didn't seem to address the needs of the elderly and other groups in society.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might explain that the opposition to the New Deal grew out of political differences and the idea it might be failing certain groups

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**Question 3**

- 06** How successful were opponents of the New Deal in achieving their aims in the years 1933 to 1941? (24 marks)

*Target: AO1(a), AO1(b), AO2(b)*

**Generic Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
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- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

**Indicative content**

**Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Candidates should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

Factors suggesting the success of opponents of the New Deal in achieving their aims in the years 1933 to 1941 might include:

- Supreme Court which threw out certain agencies such as the NRA and so achieved the aim of ending certain acts
- Roosevelt was forced to create a second New Deal
- Second New Deal turned to the left and became more radical and expanded and introduced parts such as collective bargaining
- some ideas of the opposition were incorporated into the New Deal, such as more help for the poor
- aim to make Roosevelt less popular began to succeed in California.

Factors suggesting non success of the opponents of the New Deal in achieving their aims, in the years 1933 to 1941 might include:

- Roosevelt did not include all the aims of the left
- Roosevelt replaced the thrown out acts with new ones so the Supreme Court was outmanoeuvred. Roosevelt even came up with a plan to pack the court
- the New Deal remained in place so the aim to get rid of it was not achieved by the Republicans
- Roosevelt won the election in 1936 so the aim to get rid of him failed.

Good answers are likely to/may show an awareness that the opposition enjoyed some short term and high profile success but in the long run they did not achieve all their aims because the New Deal stayed (in a different form) as did Roosevelt.

### **Converting marks into UMS marks**

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

**UMS conversion calculator:** [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)