



**General Certificate of Education
June 2013**

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 events which all examiners 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 examiner understands and applies it in the same correct way. As preparation for standardisation each examiner 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, examiners encounter unusual answers which have not been raised 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 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 to download from the AQA Website: 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 students. 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 students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students 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. Students 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 students 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 student 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)

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 students 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 students' 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*. Students should never be doubly penalised. If a student 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 student 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 2013

GCE AS History Unit 1: Change and Consolidation

HIS1M: USA, 1890–1945

Question 1

- 01** Explain why there was mass immigration to the USA in the years 1890 to 1914.
(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 students 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 mass immigration in the years 1890 to 1914.

Students might include some of the following factors:

- many immigrants were persecuted groups in their own countries, such as Jews from Tsarist Russia

- the USA had physical space that needed to be 'colonised'. There was room for people in the western states
- there were economic motives behind immigration, both 'push' factors such as the poverty of Southern Italy and 'pull' factors such as the 'American Dream'
- technological developments in shipping, railroads and industry accelerated immigration after 1819
- immigrants could be relatively easily absorbed. Many already had relatives and connections who encouraged them to come and to help them on arrival
- there were no restrictions preventing immigrants from coming (the Quota Act was not passed until after World War One) and many state governments deliberately attracted immigrants.

To reach higher levels, students will need to show the inter-relationship between the social and economic motives that led to much support for large scale immigration.

Question 1

- 02** How important was big business in the growth of the US economy in the years 1890 to 1919? (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 students 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.

Students 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 importance of big business might include:

- the creation of corporations and monolithic business organisations enabled the US economy to expand efficiently
- oil was a primary factor in industrial development as a source of energy. Its production and distribution was controlled by big business interests such as those dominated by Rockefeller. The same was true of the steel industry
- the banking sector was vital to economic growth. It was controlled through big business interests
- big business remained massively influential in spite of restrictions such as the Sherman Anti-Trust Laws.

NB

Some students may refer to mass production methods. This can be of value (such as Taylorism from 1915) but material on the 1920s and Henry Ford will be mostly irrelevant.

Factors suggesting other reasons beyond the importance of big business might include:

- the rapid rise in the number of immigrants coming to the USA meant that cheap labour was readily available
- Improved agricultural production methods were developed which made the USA a major provider of cheap food
- the impact of the First World War. From 1914 the USA became a major source of finance for Britain and France and it produced munitions.

Factors which could be interpreted either way might include:

- new technology provided the basis for economic growth. The USA was a leader in developing modern technology
- advertising was developed in order to reach a wider domestic market.

Good answers may show an awareness that big business was pivotal in the economic growth of the USA but it was dependent upon a range of other supporting conditions. Collectively these combined factors enabled the USA to experience rapid economic expansion.

Question 2**03** Explain why the USA did not join the League of Nations. (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 students 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 did not join the newly created League of Nations, even though Wilson had been one of its most strongest advocates.

Students might include some of the following factors:

- the League was seen as an agency that would be used to enforce the Treaty of Versailles. Many Americans opposed the Treaty of Versailles. The USA did not sign the Treaty so why would it become a member of the League, an organisation created by the Treaty of Versailles?
- opposition to the Treaty of Versailles was driven by the belief that it was intended to serve the interests of Europe, particularly Britain and France
- there was an increasing move back towards isolationism and avoiding involvement in foreign entanglements, in accordance with the Monroe Document (references to key individuals such as Senator Borah should be appropriately awarded)
- many Americans of German and Irish descent had strongly opposed US involvement in World War One anyway

- one of the sanctions available to the League of Nations was to restrict trade by imposing embargoes. This was contrary to the free trade ideals of the USA
- there was also the rejection of Woodrow Wilson in the presidential election campaign.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might suggest that the primary factor in rejecting membership of the League was a response to a revival of European power. Or they might differentiate effectively between short term factors based on personalities and longer term trends.

Question 2

- 04** How far was there a return to 'Normalcy' in US foreign policy in the years 1920 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 students 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.

Students 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 importance of the return to 'Normalcy' in US foreign policy might include:

- President Harding's victory in the 1920 election was largely due to his promises to keep the USA out of foreign affairs. Harding's policies were continued by Coolidge after 1923
- there was popular political and public support for ensuring that the USA was not involved in foreign entanglements of the kind that had led to its participation in the First World War
- 'Normalcy' was also reflected in the USA's refusal to join the League of Nations
- 'Normalcy' placed the focus of US interests on economic development. Calvin Coolidge maintained that the business of America is business. Students may argue that US policy in Latin America was not seen as involvement in foreign affairs but protecting US interests in its own 'back yard'
- 'Normalcy' also led to the USA backing the Dawes Plan. This was designed to ensure the repayment of war loans and facilitate German reparation payments. It was a foreign policy strategy based on economic aims and consistent with the focus on, and the link between, 'Normalcy' in foreign policy and national economic interests. The refusal of the USA to cancel inter-allied debts.

Factors suggesting other reasons were important in US foreign policy might include:

- the USA did see the importance of ensuring stability in the Pacific, dealing with the possibility that Japan may develop as a Pacific power. This necessitated US participation in naval controls. The Washington conference clearly indicated that 'Normalcy' was not the sole motive in US foreign policy
- the USA participated in both the Dawes Plan of 1924, the Kellogg-Briand Pact of 1928, and the Young Plan of 1929. This showed that the USA was willing to take an active role in European affairs despite not being a member of the League. Candidates may argue that US involvement in Latin America showed a divergence from the idea of 'Normalcy'.

Good answers might balance the importance of a return to 'Normalcy' against the clear examples of international involvement. 'Normalcy' was important and it did set the tone of US policy but it was not all-pervasive and there was flexibility in its application.

The USA did not isolate itself from the outside world. It did not simply interpret a return to 'Normalcy' in foreign policy as a purely isolationist stance. The emphasis in US foreign policy was on controlled interventionism rather than on promoting the role of the USA as a prime influence in international relations.

Question 3

05 Explain why Prohibition was ended. (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 students 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 prohibition was brought to an end.

Students might include some of the following factors:

- it was almost impossible to enforce. There was widespread and calculated defiance of the law
- law enforcement agencies were simply not geared up to deal with the enforcement of this unpopular law, for example there were too few agencies
- it was clear that Prohibition had contributed to the growth of organised crime. Franklin Roosevelt was particularly keen to attack organised crime
- the idea that alcohol had been undermining the moral fibre of the American people was discredited by 1933. The influence of Prohibitionist lobby groups had waned
- US Governments realised by 1933 how much tax revenue had been lost through prohibition
- FDR wanted to win popular support for his new deal.

NB

Some students may link the end of Prohibition to the impact of the Great Depression. This can be credited if supported by specific evidence.

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

- there was a long standing lack of popular support across the country. Many Americans felt from the start that it was as a consequence of an infringement on their rights
- there was a lot of corruption as a consequence of the vast amounts of money Prohibition placed in the hands of organised crime. There was a need to restore the integrity of the system.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might link the idea of the government increasing its popularity by ending Prohibition with the ideas that it was successfully bringing organised crime under control.

Question 3

- 06** How successful was President Franklin Roosevelt in winning support for his New Deal policies? (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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- 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 students 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.

Students 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 Roosevelt's New Deal was popular with the American people might include:

- FDR made many Americans feel confident. He was a skilful political leader who knew how to win the hearts and minds of the people
- the New Deal was popular because there appeared to be no viable Republican alternative. The people supported the New Deal partly because it seemed like the only hope for economic recovery
- the New Deal did have considerable successes. Unemployment, although significant throughout the New Deal era, did fall. America's GNP increased. Some Americans realised that the New Deal programme was a strategy, designed in part, to prevent mass disturbance and even the prospect of revolution. Mass unemployment could have led to political unrest. The New Deal neutralised that prospect and a number of Americans recognised the fundamental value of the programme in its widest sense
- FDR was re-elected in 1936. This election came when the first New Deal had been followed by the second New Deal programme begun in 1935. FDR was re-elected again in 1940
- by 1941, the US economy was fully restored.

Factors suggesting that there was considerable division amongst the American people and that this reflected the depth of unpopularity of Roosevelt's New Deal might include:

- some people felt the first New Deal did not focus enough on addressing systemic problems such as the need for meaningful state aid for the elderly. The New Deal programme did not move towards a significant redistribution of wealth based on government intervention
- opponents criticised the ineffectiveness of the public spending and the lack of success in creating long term solutions
- the New Deal aroused opposition from the Republicans, populists such as Huey Long and Father Coughlin, and from the Supreme Court. This opposition accused FDR of acting like a dictator and being 'un-American'
- the Roosevelt Recession of 1937 showed the limitations of the New Deal. It was only the approach of the Second World War that really kick-started the US economy.

Good answers may show an awareness that although there was mass support for the New Deal there was also a significant range of Americans, drawn from all classes who felt the New Deal was not effective. By the late 1930s there was growing and widening discontent. This was reflected to some extent through the number of strikes that began to occur.

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