



## **General Certificate of Education**

# **AS History 1041**

**Unit 1: HIS1M**

**USA, 1890–1945**

## **Mark Scheme**

*2009 examination – January series*

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)

Copyright © 2009 AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

---

## 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)**

---

#### **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

---

January 2009

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

**HIS1M: USA, 1890–1945**

**Generic Mark Scheme**

**Question 1(a), Question 2(a) and Question 3(a)**

- 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. **0-2**
- 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**

**Question 1(b), Question 2(b) and Question 3(b)**

- 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. **0-6**
- 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**

### Question 1

(a) Explain why many Americans feared mass immigration in the years 1890 to 1920. **(12 marks)**

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

#### Indicative content

Many Americans feared mass immigration for a number of reasons:

- numbers were increasing of different types to previous ones from North West Europe
- different nationalities with ethnic traditions from Eastern Europe which were opposites of the WASPs
- the rise of ghettos in Eastern seaboard cities and the development of slums were associated with their arrival
- fears of disease coming into the country such as TB
- different religions such as the Jews worried protestant faiths with their 'strange rituals'
- different cultural observations, such as drinking wine and hard liquor, upset the Temperance League
- undermining labour/trade unions by being used as strike breakers and working for very low wages in sweat shops
- they were associated with socialism and later communism.

The most important reason was because of their obvious cultural differences to previous immigrant groups. Furthermore, it depended upon particular interest groups' concerns as to which fear was the most important.

(b) How important was Theodore Roosevelt in the development of Progressivism in the years 1900 to 1920? **(24 marks)**

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

#### Indicative content

- Both as President and out of office, Roosevelt was important in the development of Progressivism which was a movement to help people (including immigrants) against the rise and abuses of big business. This was also a significant turn against traditional *laissez-faire* policies.

- A series of acts were introduced to protect workers (especially immigrants working the Chicago meat packing industries), such as the Food and Drug Act of 1906.
- Elkins and Hepburn Acts which looked at interstate travel to stop price fixing and were used against Standard Oil and the meatpackers of Chicago which helped immigrants. Conservation was developed.
- Whilst out of office, Roosevelt continued to campaign for change.
- Others were also important and Roosevelt was not always that successful.
- President Taft also took on some Trusts and it is arguable that he actually did more than Roosevelt because he was more successful and prosecuted a greater number of companies.
- However, President Wilson also developed a leading role in the progressive movement by attacking banks and stopping a monopoly in the banking industry developing.
- This is arguably the most important move in progressivism because it meant ordinary people would not lose their money or be exploited with high interest rates.
- He also introduced other beneficial rights, such as the eight hour day and assistance to civil servants who were ill. Loans to farmers were made.
- So Wilson took progressivism further than the others because he tried to create social reform for citizens, with the government getting involved in the actual welfare of its citizens.

## Question 2

- (a) Explain why Warren Harding was elected President in 1920. (12 marks)

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

### Indicative content

- He was a Republican and so was very different to Woodrow Wilson and the Democrats who had gone before.
- He offered policies which reflected the mood of the electorate such as tariffs and protectionism which meant jobs for workers.
- The public were tired of reform and progressivism.
- He offered a return to 'Normalcy'.
- He promised the voters a return to traditional foreign policy and to stay out of any European events.
- The people of the US had found the deaths during the First World War disconcerting and voted for the party that offered peace.
- African-Americans traditionally supported the Republicans as a legacy from their emancipation from slavery.
- The Republican party had more money to run their campaign.
- Business supported Harding because of the pro-Business views that Republicans traditionally stood for.
- The Democrats were tainted by the war and the idealism of Wilson and, as he had been ill for some time, the Democrats were weakened.
- The Democrats fought on a platform of participation in the League of Nations and a continuation of Wilsonian progressivism.

- (b) How important were the Republican Presidents in creating the economic boom of the 1920s? (24 marks)

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

### Indicative content

Republican Presidents were important:

- their policy was to concentrate on creating favourable conditions for the economy. So from Harding to Hoover they returned to *laissez faire*.
- foreign policy was to make sure that there was peace and to promote peace to ensure that business could thrive. Hence loans were given to Germany.
- Trade agreements were signed.
- Republican policies were not always successful.

Other reasons for the economic boom:

- technological advances such as the development and use of mass production methods and electricity
- consumer goods were developed such as the vacuum cleaner
- easy credit terms were offered, i.e. hire purchase
- advertising in new media stimulated demand
- as transport developed so too did the suburbs
- cheap labour from the increased immigration of the 1920s meant goods were produced cheaply
- entrepreneurs such as Henry Ford developed the Model T which was versatile and cheap
- availability of natural resources such as oil
- USA was not damaged after the war; in fact it was a creditor nation whereas the British, French and Germans were all struggling with debts and the problems left over from the First World War.

It is debatable as to which reason is the most important but the different Republican governments provided the underlying conditions and philosophy for the boom to take off. They were helped by the weakness across Europe after the First World War.



---

**Question 3**

- (a) Why did President Franklin D Roosevelt use 'fireside chats' during his term of office?  
(12 marks)

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

**Indicative content**

- To communicate his ideas to the American public during the depression including his aims and objectives for reform etc.
- A direct form of communication which, with the growth in the number of radios, reached a lot of people who were not literate, and which could reach right across the country by the 1930s.
- More importantly, he wanted to appeal to the public for support for his policies and to explain the way he was dealing with the depression.
- The first 100 days meant radical measures and he needed to reassure people that he knew what he was doing.
- To restore confidence in the nation as a whole.
- Give the very poor/unemployed hope through the way he spoke.
- To show he was actually doing something.
- An alternative view is that it helped him when it came to getting re-elected and so he was really doing this out of self-interest and to maintain popularity.
- Most would agree that it was the radical nature of the New Deal that meant Roosevelt had to explain his measures and in such a way that was friendly and reassuring.

- (b) How important was the New Deal to the economic recovery of the USA in the years 1933 to 1941?  
(24 marks)

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

**Indicative content**

- Once the stock market crashed Hoover tried to help by staying calm and following traditional economic policies, thinking that business could regulate itself. Instead of recovering, things got worse, e.g. Hoovervilles, and unemployment rose.
- Relief, reform and recovery were the key words of the New Deal.
- The first 100 days began on 9 March 1933. This began with the banking sector to try to restore faith in the financial area. Spending and government intervention became the new economic way out of trouble and the alphabet agencies were set up to help agriculture, industry and unemployment. (The AAA, CCC, NIRA, NRA and TVA). The TVA was particularly successful.
- However, some of this programme was struck down by the Supreme Court and so did not succeed.
- The second New Deal saw the setting up of other programmes such as the WPA which was particularly successful at dealing with unemployment. During the second hundred day The Wagner Act, which was stronger than the NIRA, was set up. In 1935 there were several other acts such as the Social Security Act and the Revenue Act. However, the USA went into a recession in 1937 when spending was reduced. This led to unemployment rising once again to 9.5 million and it remained there until 1939, despite

an increase in deficit spending. So, it is arguable as to how much the recovery of the economy was due to either of the New Deals because had it really recovered?

There were other reasons for recovery:

- Trade with the Far East and other markets also helped the USA in the 1930s. Open Door Policy and trade with Cuba and Latin America were reaping dividends
- loans had been repaid/were being paid to the US
- tariffs helped the industry of the USA, protectionist policies were important
- the ability to stay out of the Second World War in 1939 was a major reason for success
- preparedness and military rearmament took precedence over the New Deal and to get support for this from conservatives Roosevelt had to cut back on the New Deal
- however, the imminent arrival of the Second World War helped the USA economy out of recession. Once the economy went over to war time production it began to power away especially with Lend Lease and Cash and Carry.

Therefore, it was not just the measures of the New Deal which solved the economic problems of the USA.