



General Certificate of Education

AS History 1041

Unit 1: HIS1M

USA, 1890–1945

Mark Scheme

2009 examination - June series

This mark scheme uses the [new numbering system](#) which is being introduced for examinations from June 2010

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the operational exams.

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 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

Specimen Mark Scheme for examinations in June 2010 onwards

GCE AS History Unit 1: Change and Consolidation

HIS1M: USA, 1890–1945

Question 1

01 Explain why the principle of ‘Open Door’ in trade was adopted in 1900. (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 levels scheme.

Answers should include a range of reasons as to why the principle of ‘Open Door’ in trade was adopted in 1900.

Candidates might include some of the following factors:

- Trade – the USA wanted access to markets in Asia as its wellbeing depended on exports. The USA was in a position to make a lot of money from trade opportunities with China because big business was looking to expand outside of the USA. The USA

thought that if there was an 'Open Door' then no one country could dominate trade (unless it was themselves)

- Imperial rivalry – the USA was worried that a rival nation such as UK or other imperial powers could dominate the world markets and get a stranglehold in China because of the situation there at the beginning of the twentieth century
- Domestic Economy – in 1900 both industry and agriculture were in a position to sell goods and crops abroad it had become the chief trading nation
- Role of President – President Roosevelt was keen on this issue and encouraged Secretary of State Hays to work for this by sending a second Open Door note.

To reach the higher levels, candidates will need to show the interrelationship of the reasons given, for example they might say that the most important reason is possibly the trading opportunities which countries like China presented, and Secretary of State Hay, was determined to protect USA trade and economy.

Question 1

- 02** How far was the growth of the American economy in the years 1890 to 1914 due to the rise of big business? (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 balancing points which suggest that the growth of the American economy in the years 1890 to 1914 was due to the rise of big business, against others which do not.

Factors suggesting that the growth of the American economy in the years 1890 to 1914 **was** due to the rise of big business might include:

- oil transformed machinery and transport possibilities and, through the dominance of Rockefeller and large oil companies, oil was exploited to the benefit of everyone and especially the embryonic car industry
- JP Morgan and his influence on banking meant it was stable and able to provide credit. Bankers used their skills to pilot mergers in the 1890s
- through the work of Carnegie, steel became a major product and so too did heavy engineering, thus providing lots of employment
- due to ruthless big business tactics, smaller companies which were less profitable were ruined, but it meant that in the long run the economy benefited from streamlined monopolies because they could have economy of scale. This meant that prices of goods went down and this spurred on the domestic market to buy more.

Factors suggesting that growth of the American economy in the years 1890 to 1914 was **not** due to the rise of big business might include:

- the development of agriculture across the Plains. This came about with inventions such as barbed wire and hybrid wheat, and therefore led to the USA becoming a 'bread basket'. This meant a surplus was produced and so exports developed
- the development of technology such as refrigeration was important to farming and the economy – especially the refrigerated rail car
- advertising was another area that helped the American economy. Full page adverts in newspapers both in the USA and the rest of the world made people want products, and adverts showcased invention. Also the door-to-door salesman developed in this period as new products arrived
- cheap labour from increased immigration fuelled the economy – immigrants brought extra skill from the old world to benefit the new world
- trade with Asia
- the government allowed corporations to grow because they fully believed in capitalism. States passed laws to help big business. The government even extended protection through the Supreme Court and the 14th amendment.

Big business was extremely important but many factors interrelate and arguably the government allowed business to grow 'big'.

Question 2

03 Explain why the USA introduced the Volstead Act in 1919. (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 introduced the Volstead Act in 1919.

Candidates might include some of the following factors:

- to stop people drinking and selling liquor
- initially it was part of the patriotic fervour of the First World War
- moral reform
- to cleanse society
- pressure from Anti Saloon League and Women's Christian Temperance Union, who convinced House of Representatives that liquor was associated with 'special interests' and all that was afflicting society
- part of the Progressive Movement of the period
- threat to industrial production through drinking and alcoholism of the workers
- arguably the most important reason was the desire to change society.

To reach the higher levels, candidates will need to show the interrelationship of the reasons given, for example they may show that the most important reason for the Volstead Act was to enforce the original 18th Amendment.

Question 2

04 How successful was Prohibition in the years 1920 to 1930? (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 judgement by balancing points which suggest that Prohibition was successful in years 1920 to 1930 against others which do not.

Factors suggesting that Prohibition **was** successful in the years 1920 to 1930 might include:

- in rural areas it was more successful because it stopped a lot of drinking and it was long lived and lasts to this day in parts of the Bible-belt in the South
- It tended to be the most successful where there was a culture of temperance already e.g. amongst Methodists
- there was some success in driving it underground and lessening the opportunities to buy and drink booze
- less drinking went on amongst the working classes as it became scarcer and so much more expensive than they could afford
- prohibition supporters argued that it had cut down domestic abuse
- *per capita* consumption did drop and arrests for drunkenness decreased in the first half of the 1920s.

Factors suggesting that Prohibition was not a success in the years 1920 to 1930 might include:

- the rise of gang culture and illegal liquor business, through illegal manufacture, meant that prohibition actually created a crime industry
- bootlegging grew and combined with gangs, led to more crime such as drugs and prostitution
- growth of illegal stills, production of moonshine and stealing of industrial alcohol meant consumption continued even in rural areas
- alcohol smuggling developing across the Canadian and Mexican borders
- consumption of alcohol actually went up in some urban areas and speakeasies proliferated
- corruption grew amongst the law enforcement agencies.

Good answers are likely to show awareness that it was mostly a failure in urban areas limited success in rural areas such as the Bible belt.

Question 3**05** Explain why Franklin D Roosevelt won the Presidential election of 1932.*(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 Franklyn Roosevelt won the Presidential election of 1932.

Candidates might include some of the following factors:

- he was flexible and willing to experiment
- ebullient and warm personality
- background and experience, for example, his relationship to Theodore Roosevelt (his distant cousin)
- policies to balance his budget, strict regulation of utilities, national planning
- Hoover looked weak and his policies, such as Hoovervilles, were unsuccessful
- people thought the country needed new leadership, a new deal and a new course of action.

To reach higher levels, candidates will need to show the interrelationship of the reasons given, for example they might say that the unpopularity of Hoover was more important than Roosevelt's policies because people associated the Depression with Hoover.

Question 3

- 06** How successful were New Deal measures in relieving the depression in rural areas 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**
- 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 balancing points which suggest that the success of the New Deal measures relieved the depression in rural areas in the Depression 1933 to 1941 against others which do not.

Factors suggesting that New Deal measures in relieving the depression in rural areas in the Depression years 1933 to 1941 were successful might include:

- one of the most important measures was AAA. This arguably helped wealthier farmers who owned their own farms. It gave subsidies to farmers to stop over-production
- Farm Credit Act helped farmers to get short and medium term loans so they could hang on to their farms and hence kept the rural community from splintering. This was effective where the farms were mortgaged
- 1934 Taylor Grazing Act was passed to stop over-grazing, the destruction of soil and soil erosion. Federal supervision of grazing was a boom for the mid-West and helped stop rural depopulation
- 1937 Farm security organisation was set up to help
- CCC and associated work programmes meant jobs for rural areas and through job creation
- the TVA was the most successful of all the measures and this centred on a rural area which the Tennessee River ran through. Dams helped with HEP and flooding was controlled.

Factors suggesting that New Deal measures in relieving the depression in rural areas in the Depression years 1933 to 1941 were not successful might include:

- The New Deal measures were less successful for share croppers and tenant farmers who did not receive the subsidies. Furthermore, because they received no sympathy from the actual landowner who pocketed the money, they were evicted. This then had a devastating impact on Southern rural communities where African American share-croppers made up the bulk of the community because they were forced off the land and became nomads who either went North or just wandered from place to place. This also led to farmers migrating to the West Coast
- some of the measures made matters worse because cutting production was exacerbated by drought and the Dust Bowl
- farmers still suffered foreclosure because they could not pay their mortgages because the relief was too slow
- the depth of the problems suffered by farmers was made worse in the recession of 1937 when money was cut from programmes.

Good answers are likely to show awareness that there was a mixed record on success. Rural areas in the Mid-West suffered from the Dust Bowl and outward migration because there were a lot of tenant farmers. In the South, African American communities of sharecroppers were displaced. However, in the TVA area there was much success.