



**General Certificate of Education
January 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

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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

January 2011

GCE AS History Unit 1: Change and Consolidation

HIS1M: USA, 1890–1945

Question 1

01 Explain why the USA entered the First World War in 1917. (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 entered the First World War in 1917.

Candidates might include some of the following factors:

- the influence of Woodrow Wilson and his moral stance against Germany
- the support of American citizens for the war

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

- friendship with Great Britain over a long period of time
- cultural similarities with Great Britain
- Trade with European nations, such as France.

and some of the following short term/immediate factors:

- the geographical threat from Mexico/Zimmerman telegram
- defence of American citizens after the sinking of ships such as the Lusitania.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might explain how the defence of the American citizens was the most important factor because of the threat from Mexico and Germany to trade and security.

Question 1

- 02** How successful was Woodrow Wilson in achieving his aims in foreign policy in the years 1912 to 1920? (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 judgment 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 Woodrow Wilson in achieving his aims in foreign policy in the years 1912 to 1920 might include

- creation of the League of Nations
- maintained isolationism through a number of events
- stopping U-boat activity/sinking of ships for a short space of time which kept public and political opinion against entering the First World War
- Wilson kept the USA out of the war until 1917 through diplomacy and his moral stance
- the USA did not further build up an Empire or create any colonies in this period
- Wilson avoided taking over Mexico
- USA took part in the Peace Talks and the Treaty of Versailles.

Factors suggesting that Woodrow Wilson was not successful in achieving his aims in foreign policy in the years 1912 to 1920 might include:

- USA entered World War One in 1917
- USA failed to keep citizens safe
- USA invaded Mexico prior to World War One to defend American citizens on the border
- USA failed to ratify the Treaty of Versailles or join the League of Nations
- Wilson could not persuade the Europeans to a fair peace for Germany.

Good answers are likely to/may show an awareness that Wilson's aim was to maintain isolationism in the first part of his foreign policy but was more for internationalism after the USA entered the war in 1917. Therefore his policy was mostly a success until 1917 and a failure afterwards.

Question 2

03 Explain why the automobile industry in the USA expanded during the 1920s. (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 automobile industry in the USA expanded during the 1920s.

Candidates might include some of the following factors:

- influence of Henry Ford
- lack of Unions/Yellow Dog contracts
- consumer demand

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

- presence of raw materials in the USA
- invention of mass production techniques in the nineteenth century
- tradition of entrepreneurial spirit from the beginning of the USA
- cheap labour/immigrants

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

- low price of the Model T Ford
- increasing prosperity for some in the 1920s
- hire purchase.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might explain that Henry Ford was able to exploit immigrants through the use of yellow dog contracts.

Question 2

- 04** How successful were Republican policies in helping the economy of the USA in the years 1920 to 1932? (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 judgment 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 success of Republican policies in helping the USA economy in the years 1920 to 1932 might include:

- Republican laissez faire policies which allowed business to grow including rugged individualism
- Republican Presidents and the tariff – a policy which protected American industry and meant more jobs for the Americans
- Republican isolationism and the insistence of repayment of loans and creation of plans to help Europe.

Factors suggesting that Republican policies were unsuccessful in helping the USA economy in the years 1920 to 1932 might include:

- Hoover's policy failures including loans and reforms of the Federal Reserve
- farming was weak throughout the 1920s because the tariff hindered it
- failure of the Republicans to change policies and spot the overheating of the economy
- failure of Prohibition
- other factors may be included.

Good answers are likely to/may show an awareness that the USA prospered under the Republican policies but this was limited mainly to urban areas and farming as a sector suffered.

Question 3

05 Explain why unemployment declined in the USA in the years 1939 to 1941. (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 unemployment declined in the years 1939 to 1941.

Candidates might include some of the following factors:

- Congress support for military preparedness meant money was available for recruitment.
- reversal of neutrality meant men were needed for the coming fight
- War in Europe meant that the USA was prepared to supply arms to both sides so jobs were created in munitions etc

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

- the policies of the New Deal

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

- manufacturers switched to military production and both men and women were needed
- Cash and Carry plan meant the allies could buy more products
- supplying allies with agricultural products after 1939 meant more work for farmers.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might explain that the New Deal measures had started the USA on the road to increased employment but the catalyst was the war in Europe.

Question 3

- 06** How far was American society changed by the impact of the Second World War in the years 1941 to 1945? (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**
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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 judgment 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 American society was changed by the impact of the Second World War in the years 1941 to 1945 might include:

- women moved into more jobs done traditionally by men
- women and ethnic minorities did more work in factories and in skilled work within munitions
- African Americans began to get desegregated opportunities to work with whites and to move into management, i.e. white collar jobs
- opportunities to move from inner cities and the south meant horizons were broadened i.e. society increasingly urbanised.

Factors suggesting American society was not changed by the impact of the Second World War in the years 1941 to 1945 might include:

- white men dominated management jobs in the forces and elsewhere
- At the end of the war gender roles reverted to the norm before the war i.e. women in their domestic roles and non-management positions
- most ethnic minorities reverted to blue collar and often poverty
- racism against American Asians increased during the war
- little change to discrimination in the South.

Good answers are likely to/may show an awareness that the changes to American society were often short lived and reverted to the norm in 1945 for many women and ethnic minorities. Also it depended on the area of the country as to whether any change in society took place at all.