



**General Certificate of Education  
January 2012**

**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 students' 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 students' 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 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](http://www.aqa.org.uk)

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## **Generic Introduction for AS**

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level 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)**

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

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

The indicative mark scheme for each paper is designed to illustrate some of the material that 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

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January 2012

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

**HIS1M: USA, 1890–1945**

**Question 1**

- 01** Explain why Republicans won all the Presidential elections between 1896 to 1908.  
(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 Republicans won the Presidential election in the years 1896 to 1908.

Students might include some of the following factors:

- popular with big business and urban voters
- Democrats less popular because of their association with issues connected with farming, silver and populism

- popular with ethnic voters
- popularity of specific issues such as Imperialism.

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

- popularity with African-Americans since the end of the Civil War
- lack of success of third party type issues throughout US history which the Democrats championed

and some of the following short term/immediate factors:

- divisions within the Democrat Party because many were conservative and did not like Bryan's progressive ideas
- popularity of Republicans such as Theodore Roosevelt.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might explain that in this period the Republicans were in tune with the changing times through issues such as Imperialism and Progressivism whereas the Democrats were associated with specific small town America and farming.

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**Question 1**

- 02** How far were Presidents responsible for the development 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.

Factors suggesting that the Presidents were responsible for the development of the US economy in the years 1890 to 1919 might include:

- Republican presidents in the 1890s supported the rise and development of big business allowing large corporations to grow.
- President Roosevelt used foreign policy to help trade through building the Panama Canal
- William Taft used policies such as 'dollar diplomacy' to help trade/economy
- Wilson encouraged loans to the allies which helped the economy.

Factors suggesting that the Presidents were not responsible for the development of the US economy in the years 1890 to 1919 include:

- entrepreneurs and financiers such as JP Morgan, Andrew Carnegie and JD Rockefeller encouraged the economy to grow
- the end of the frontier meant the US looked to overseas trade for expansion
- events such as World War One meant that the US economy could power ahead
- exploitation of resources such as oil was important.

Good answers are likely to/may show an awareness that Republican presidents were very important because their policies were favourable to the development of big business which was crucial to the growth of the US economy in the 1890s which then allowed this to thrive after 1900. However events such as the Spanish American War and the First World War made the economy very strong



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**Question 2**

**03** Explain why Warren Harding won the Presidential election of 1920. (12 marks)

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

**Generic Mark Scheme**

Nothing written worthy of credit. **0**

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

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

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

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

**Indicative content**

**Note: This content is not prescriptive and 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 Warren Harding won the election of 1920.

Students might include some of the following factors:

- return to normalcy by American voters
- traditional Republican policies were very attractive
- James M Cox not particularly well known.

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

- unpopularity of World War One and the deaths from this were blamed on the Democrats
- return to isolationism
- decline of progressivism.

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

- defeat of League of Nations associated with Democrats
- Harding seen as someone with little interest in foreign affairs and wanted to avoid excessive government intervention
- Harding not an idealist compared to the outgoing President Wilson.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might explain that the Democrats were not in tune with the sentiments at the end of the war whereas Harding represented what people wanted i.e. a return to normalcy.

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**Question 2**

- 04** How far did the USA maintain a policy of isolationism in foreign affairs during the 1920s?  
(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.

Factors suggesting the USA maintained isolationism during the 1920s might include:

- did not join the League of Nations
- did not get involved in European issues
- gave foreign policy a low priority
- always stopped short of direct intervention except in sphere of influence (Nicaragua in 1924 and Mexico).
- limited defence spending and agreed to the terms of the Washington Naval Conference on naval limitation
- Immigration policy underlined the USA's desire to distance itself from the outside world
- Tariff policy underlined the link between the USA's economic interests and foreign policy.

Factors suggesting the USA did not maintain a policy of isolationism during the 1920s might include:

- attended some League of Nations meetings and were involved in some organisations such as the ILO
- Dawes and Young Plans of 1924 and 1929 to help Germany
- Washington Naval conference was held in 1921 in the USA
- Kellogg Briand Pact 1928 and concern over Japan in the Far East
- kept an Open Door Policy towards China.

Good answers may show an awareness that domestic priorities were linked to foreign policy attitudes. Answers may also argue that although isolationism existed there were clear indications of US interventionism, both being based on protecting US national interests.

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**Question 3**

**05** Explain why the US economy declined in the years 1930 to 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 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 US economy declined in the years 1930 to 1932.

Students might include some of the following long-term factors:

- absence of government regulation and laissez-faire policies of 1920s allowed collapse of stock market in 1929
- low interest rates and 'cheap money' policies from 1925 led to boom which could not last and rise in interest rates August 1929 came too late
- construction boom of 1920s ended in 1928
- boom in car ownership slowed
- overall industrial production fell
- Wall Street Crash slowed consumer spending and affected bankrupt business confidence

and some of the following short-term factors:

- structural problems (worsened by crisis of 1929). Agriculture decline since 1920; difficulties of staple industries and problems in Trade Unions
- Hoover's inadequate policies which brought deflation; inadequate intervention
- protectionism – Hawley-Smoot Tariff Act, June 1930 raised import duties
- heat waves and drought in mid-west 1930–1931 (dust-bowl)
- Hoover relied on voluntarism – declined federal spending and opposed relief schemes proposed but by then it was by Congress. He took action in 1932
- Hoover's Revenue Act 1932 raised taxes on business which proved detrimental.

To reach higher levels students will need to show the inter-relationship as the reasons given probably distinguishing between the longer-term factors that brought about the Wall Street Crash and the more immediate factors that weakened the economy in 1930–1932. In good answers the emphasis will be in on the latter.

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**Question 3**

- 06** How important were the measures of the New Deal in reducing unemployment in the USA in the years 1933 to 1941? (24 marks)

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

**Generic Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
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- 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 that the New Deal was important in reducing unemployment in the USA in the years 1933 to 1941 might include:

- job creation schemes took people out of unemployment. These included the alphabet agencies of the first New Deal, including the NRA, CCC etc
- TVA helped to create employment in Tennessee and surrounding areas
- schemes for education and training such as the NYA were set up
- WPA was set up in the second New Deal
- projects for writers etc were set up
- Labour standards improved and business encouraged to take on workers and keep others on
- farmers were given help/loans to keep them employed.

Factors suggesting that the New Deal was not important in reducing unemployment in the USA in the years 1933 to 1941 might include:

- specific restrictions on some agencies, e.g. length of employment in CCC
- white men got more jobs than ethnic groups so unemployment was still very severe for African Americans, women, Native Americans etc
- some jobs dried up when there were cut backs in spending and the government was accused of boondoggling
- unemployment increased under the Roosevelt recession of 1937
- World War Two created a lasting decrease in unemployment.

Good answers are likely to/may show an awareness that the New Deal did try to help but not always successfully because of the dependence on Federal spending. The real success came because of supplying the allies and gearing up for war.

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

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

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