

Teacher Resource Bank

GCE History

Candidate Exemplar Work (June 2009):

- HIS1M: USA, 1890–1945



The following responses are not 'model' answers, nor are they indicative of specific overall grades, but are intended to illustrate the application of the mark scheme for this unit. These responses should be read in conjunction with the HIS1M Question Paper, Sources Booklet and Mark Scheme.

Copies of the paper and are available from e-AQA or the AQA History Department.

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AQA GCE History Teacher Resource Bank Commentaries on June 2009 AS answers

General Introduction by the Chief Examiner

The first June examination series for the new AS specification saw some excellent examples of well prepared candidates who were able to demonstrate their breadth of knowledge and depth of understanding by addressing the questions set directly and efficiently. Sadly, it also suggested that, whilst some candidates knew the material quite well, they struggled to apply it successfully to the questions asked. At the lowest end, there were, of course, some candidates whose knowledge let them down, but even these might have been able to achieve more highly had they thought more carefully about each question's demands.

The importance of timing for both Units needs to be stressed. In Unit 1 candidates should allow themselves approximately 12 minutes for the first part question and 25 minutes for the second. In Unit 2, they could spend 15 minutes on the first part question and 30 minutes on the second, but they are likely to need slightly longer for the source question. Good time keeping is essential in any examination. No matter how successful the answer to the first part question, an incomplete second part question will always mean a loss of marks (notes receive limited credit).

These commentaries are intended to help teachers and candidates to understand the demands of each question type and consequently to encourage students to perform at the highest level of which they are capable. Please note that errors relating to Quality of Written Communication (of spelling, syntax, etc.) have been reproduced without correction. Please note that the AQA convention for question numbering will be changing as from the June 2010 examination papers. Examples of the new format for question papers can be found elsewhere in the Teacher Resource Bank.

Unit 1

The first part of each question in Unit 1 (those questions labelled 01, 03 and 05 in the new numbering style from June 2010) asks candidates to 'explain why' an event, issue or development came about. The best candidates answered this question, not only with a selection of reasons (and a minimum of three well-explained reasons was expected for Level 3/4), but also by showing how those reasons linked together. This is essential to meet Level 4 criteria and can be achieved by prioritising, differentiating between the long and short-term factors, or showing how different categories of reasons, such as political, social and religious inter-link. It is not, however, enough to simply assert that the links exist – they also needed explaining.

Candidates who only performed at Level 2 often wrote too descriptively, whilst many achieved a good Level 3 by offering a range of relevant and clearly explained reasons but failing to make any links between them. As the exemplars demonstrate, answers did not need to be long but they had to be effectively focused and directed to achieve good marks.

The second part of each question (those questions labelled 02, 04 and 06 in the new numbering style) asked for a response to a question beginning 'how far, how important or how successful'. Each question stem invited candidates to offer a balanced response and this was the key to an award at high Level 3, 4 or 5. Most answers which achieved only a Level 2 or a low/mid-Level 3 mark contained too much description, were excessively one-sided or lacked depth and precision in their use of examples. Some candidates also failed to address the full question set, often

by ignoring starting or finishing dates. To achieve the higher levels, candidates needed to balance one side against another. For example, a question asking how far 'X' contributed to 'Y' demanded a consideration of the importance of other factors which also contributed to 'Y'. Sometimes questions, particularly 'how important' questions (e.g. how important was 'X' in bringing about 'Y?'), could be balanced by considering the ways in which 'X' was important as opposed to the ways in which it was not, rather than introducing 'other factors'; either approach was equally legitimate. The crucial test of an answer was, therefore, the degree to which the candidate was able to argue the issue and how well that argument was supported by accurate and precise evidence. The best answers at Level 5 managed to sustain a focus and convey convincing individual judgement.

Unit 2

The first part of question 1 (labelled 01 in the new numbering style from June 2010) asks students how far the views in two given sources (A and B) differ, in relation to a given topic. Perhaps the most common error was to waste time writing a paragraph or more about the source content before addressing differences. Levels were awarded according to how well candidates identified and explained differences of **view**. This was not simply an exercise in source comprehension, so such answers received an award of only Level 1/2. Contrasting 'views' required students to go beyond the mere words of the sources or their omissions, and to assess 'how far' the sources differed required some awareness of the degree of **similarity** they contained. To meet the full demands of the question and obtain an award at high level 3/4, candidates also needed to introduce some contextual own knowledge to explain the differences and similarities identified – possibly (but not necessarily) referring to provenance when it helped the explanation, and, more often, explaining references in the sources and drawing on their contextual knowledge to account for differing views.

In the second part of question 1 (labelled 02 in the new numbering) candidates were asked to answer a question beginning 'how far, how important or how successful' with reference to the sources as well as their own knowledge. The best answers to these questions maintained a balanced argument (as explained for Unit 1 above) and the information given in the sources was used in support of that argument. Poorer answers tried to address the sources separately – at the beginning or end of the answer, or sometimes as an asterisked afterthought. Those who omitted them altogether could not obtain more than top Level 2. Whilst the main criteria for the higher levels was the degree of argument, the precision of the evidence and the judgement conveyed, in addition to these, good source use could ensure that students were placed higher in a level than those who used the sources in a perfunctory way. Source use needed to be explicit, and the best candidates appreciated that Source C was provided to give further ideas and/or information that was of direct relevance to this question.

In questions 2 and 3 (03/04 and 05/06 in the new numbering) candidates were asked to respond to an 'explain why' question – on which comments will be found under the Unit 1 commentary above – and a short, provocative quotation about which they were invited to explain why they agreed or disagreed. The demands here were similar to those for the second part of Unit 1 (b) questions. In adopting a view about the quotation, candidates were expected to examine the opposing arguments in order to reach a balanced judgement on the extent of their agreement/disagreement.

Sally Waller Chief Examiner December 2009

GCE History HIS1M: USA, 1890 - 1945**Responses to June 2009 Questions****Candidate 1**

- 1 (a) Explain why the principle of 'Open Door' in trade was adopted in 1900.
(12 marks)

The principal reason for the adoption of 'Open Door' policy was so that America could increase trade in the Far East, particularly with China. America wanted to become an economic superpower and so needed to increase its economic influence throughout the world.

Another important short term reason was the Boxer Revolt which took place in China in 1900. After this, with the Treaty of Paris, it was feared that China would be divided between European countries and so would have very little influence from America. Again, this links to fact that America wanted to increase trade and economic relations, which would not have been possible if Europe had gained more control, and so America pushed for the Open Door policy, allowing free trade.

Another reason was the influence of the Republican president at the time, William McKinley, who wanted to spread American culture and democracy to other countries. The Open Door policy allowed links to build up between America and China and so it was hoped that in the long-term this cultural influence would emerge.

However, increasing trade was the most important reason as America was becoming more imperialist as it was aiming to gain more worldly influence and domination.

Principal Examiner's Comments

The answer demonstrated a good understanding of what was meant by the 'Open Door Policy'. Three specific and different reasons were offered: events in China, fear of losing free trade and the spread of American influence. The answer was well-focused on the question. The candidate began to show an understanding of what was the most important reason. This could have been developed and expressed better, as 'worldly influence' was a little vague. Hence this answer was just into Level 4 – 10 marks.

Candidate 2

- 1 (a) Explain why the principle of 'Open Door' in trade was adopted in 1900.
(12 marks)

The principle of 'Open Door' trade was adopted for a multitude of reasons in 1900.

The most imperative being the connection between mass immigration and the rapid mobilisation of the American economy. Between 1890 - 1900 over 10 million immigrants arrived in America from Europe and the Far East.

This influx of migrants provided a massive workforce and cheap labour costs,

stimulating the extensive production power of America. Such powerful production meant America had to maintain 'open door' policies outlined by Theodore Roosevelt in order to maintain economic growth. China and Cuba were both heavily involved in trading with America through the early 1900s, with 85% of Cuba's sugar and tobacco going to the USA.

There are other factors to explain why the 'Open Door' principle was adopted in 1900. Individuals such as Alfred Thayer Mahan, a naval theorist and Senator. Henry Cabot Lodge greatly influenced President Roosevelt's foreign policies regarding 'Open Door' trading. Alfred Thayer Mahan wrote in his book, "Command of the seas is the chief element in the power and prosperity of nations." A combination of naval theories and the push from Senator Lodge to further expand the American economy and keep European powers from colonising areas such as China, led T Roosevelt to adopt the 'Open Door' policy.

A further contributory factor was the protection of American protectorates such as Cuba. Cuba was under American military control whilst the 'Open Door' trade policy was introduced. Then in 1902 American forces left but Cuba remained a protectorate to protect it from a Spanish backlash.

Principal Examiner's Comments

The material was only loosely connected to the issue. There was very little relevant to China. Although much of the answer was about foreign policy, it was not focused on the question set. There was some awareness of the expansion of the economy linked to China, which placed this at the bottom of Level 2 – 3 marks.

Candidate 3

- 1 (b) How far was the growth of the American economy in the years 1890 to 1914 due to the rise of big business? (24 marks)

In the years 1890 to 1914, the rise of big business led to incredible growth of the American economy. Formation of trusts amongst the country's leading companies, such as Carnegie Steel and Rockefeller Oil took up a majority of the markets. This allowed the largest and most powerful of the businesses in America to exploit the economy to their fullest potential and expand. Also through big business, overseas trading and markets flourished, this in turn bringing in a lot of capital into the market. Big businesses required mass-marketing and mass-production; this would fuel the increasing demand of the public, and now also foreign demand, which increase sales and profits of businesses easier and more quickly.

However, the rise of big business was not self-reliant. Technological advance allowed the use of mass-production, for example, the creation of the assembly line by Henry Ford for the Model T Ford car. The markets that businesses were selling to were also increasing. Immigration could be seen as the main reason for the increasing market in America, showing that without the markets, big businesses may not have prospered as much. Immigrants were also used for cheap labour to fill in the frequent job vacancies. Immigrants did not know their rights so they continued to work for low wages in bad conditions, enabling businesses to cut costs. Politicians such as John Hay in 1900 helped as well, with the growth of the economy with the principle of 'Open Door' allowing free trade so that other

powers could not control possible trade facilities, especially in Cuba.

I feel that in conclusion to this, big business did play a huge role in the growth of the economy by creating trusts to control markets and exploiting them to their full potential. But I do not believe that the growth of the economy and the rise of big business between 1890 to 1914 would have been made possible without the new immigrant markets and technological inventions that are actually there by other means, for example, immigrants wanted to escape persecution in some areas so they emigrated to the USA.

Principal Examiner's Comments

An explicit understanding of the demands of the question was demonstrated because the answer was focused on the main factor, 'the rise of big business'. This was linked to the formation of trusts and shows some own knowledge. Examples of entrepreneurs and explanations were developed, as was their role. The answer then widened out to look at other factors. Technological advances were also linked to entrepreneurs. Balance was shown through the bringing in of other factors such as the impact of immigration on the economy. A conclusion offered a judgement. The answer lacked the really detailed argument, attack on the question and precision required for Level 5, hence it remained at the top of Level 4 – 21 marks.

Candidate 4

- 1 (b) How far was the growth of the American economy in the years 1890 to 1914 due to the rise of big business? (24 marks)

The American economy grew rapidly during this period, although it was not growing as strongly as in the 20s. Big business definitely played a part in this expansion of the economy, but there are also political and social influences to take into account.

The rise of big business would not have been so rapid or so easy to achieve had it not been for the line of Republican presidents during this period. They were favourable to big business by keeping taxes low and avoiding government intervention and avoiding using acts such as the Anti-Trust Act. Immigration to the USA was also growing, with many more people seeking the prosperity of America. This meant that the country's workforce was growing, there were also many workers from China that were previously working on railway systems. Having a larger workforce allows industry to grow, this no doubt strengthened the USA's economy. More people were increasingly living in cities, as this is where the factories were, industry continued to grow.

Principal Examiner's Comments

This answer demonstrated some knowledge and understanding of the demands of the question. The introduction displayed some focus. The answer provided a limited explanation of Republican presidents which, although relevant, was not the main factor in the question. Immigration was mentioned with little depth. The answer drifted on to the building of the railways, which primarily took place pre-1890. The structure was weak and there was little understanding displayed of 'big business'. Some comments tended to be asserted and generalised. Hence this achieved a Level 2 mark of 10.

Candidate 5

- 3 (a) Explain why Franklin D Roosevelt won the Presidential election of 1932.
(12 marks)

The main reason that Roosevelt won the Presidential election in 1932 was because the American public recognised the need for change. The Wall Street Crash and Great Depression had identified Hoover as a laissez-faire president, and therefore not the ideal candidate to lead America out of its economic downturn.

Roosevelt, however, made it clear that he was willing to employ radical new systems in his New Deal, and steer the USA back to prosperity. In many ways, Roosevelt's victory was similar to that of Hitler: when faced with an urgent need to change, both publics voted for parties that may never have succeeded normally.

Principal Examiner's Comments

This answer included three developed reasons with support. These were the need for change, Hoover's lack of policies and Roosevelt's desire to use different methods. The support was not fully developed for each reason. The answer lacked links or prioritisation and so remained in Level 3. Since the support was thin, it was placed in the middle of Level 3, a mark of 8.

Candidate 6

- 3 (b) How successful were New Deal measures in relieving the depression in rural areas in the years 1933 to 1941?
(24 marks)

The New Deal had something for everyone, how helpful that something was is debatable, but by 1932 the New Deal was sold to the public as a 'quick-fix' solution and Roosevelt had raised the hopes of Americans in every state.

The rural areas of America were by far the most hard-done by, drought had destroyed crops, share croppers lost their jobs and homes, tenant farmers were replaced by machines and landowners were replaced by big businesses. Roosevelt's New Deal took this into account and established many farm loans but, more importantly, the AAA.

The Agricultural Adjustment Administration aimed to revive farms, create demand and organise loans. The administration definitely created demand, wheat bushels were destroyed and the prices began to rise again, however due to a lack of intervention, farmers began overproducing and prices started to fall a second time.

Pork was decreasing in value so 10 million piglets were slaughtered. What is arguably a huge failure is that instead of distributing the meat across the many starving unemployed, ninety percent of the meat was destroyed.

However, some aspects of the New Deal were a success when looked at in terms of rural states on the whole. The Tennessee Valley Act created jobs for over six million and produced six dams, creating power for many towns. The Public Works Administration organised the construction of schools, hospitals and bridges, etc. Undeniably, a success of the New Deal was these agencies for providing the manual labour population a place to work, despite the poor conditions.

The most successful part of the New Deal, although often overlooked, was the loaning and debt-solving organisations. These not only saved people's homes and farms but for many people like sharecroppers it saved their jobs and protected them from poverty. If the New Deal was to be evaluated in terms of relief, it is arguably a success in most aspects. However, what Roosevelt promised the people was reform and this was undelivered. Although many people were saved from declining in their own well-being, very few people actually profited. Therefore in terms of relief, the New Deal was, mostly, a success in rural areas, as it provided jobs and aided those who suffered from drought and debt. However, it did little to aid those who had sunk way below the poverty line.

Principal Examiner's Comments

The answer showed explicit understanding of the demands of the question. However, the first paragraph did not focus on the development of an argument. There was clear own knowledge displayed of rural issues and New Deal solutions. The AAA was explained. The TVA and PWA were also included in the measures taken. Success of these measures was explained. There was an attempt to balance success with failure and at the end of the answer a judgement was offered. There was not enough of a sense of argument or developed understanding for Level 5, hence it was placed in Level 4, a mark of 20.