

# AS-LEVEL HISTORY

Unit HIS1M: USA, 1890–1945

Mark scheme

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1041

June 2015

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Version V1: Final Mark Scheme

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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 from [aqa.org.uk](http://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.

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**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

June 2015

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

**HIS1M: USA, 1890–1945**

**Question 1**

**01** Explain why immigration into the USA increased in the years 1890 to 1910. **[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.**

The focus of this question is on the surge of immigration into the United States from 1890. Rates of immigration were already high before 1890 but significantly increased in the following two decades. Answers should explain this increase in the arrival of 'new immigrants', many of them from southern and eastern Europe, rather than the earlier waves of immigration.

Evidence to explain this surge might include:

‘Pull factors’:

- the continuing growth of the American economy and the high demand for labour
- encouragement to new migrants from those who had already arrived
- widespread belief in the idea of the US as ‘land of opportunity’.

‘Push factors’:

- persecution on religious or political grounds (such as refugees from Tsarist Russia)
- desperation caused by economic hardship (such as the 3 million who emigrated from southern Italy).

Higher level answers may show awareness of interrelated causes; or differentiated explanation.

**Question 1**

- 02** How important was mass immigration in influencing American society in the years 1890 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 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.**

The focus of this question is on developments in American society in the years 1890 to 1920 and how society was affected by mass immigration. Note that 'society' may be interpreted broadly here: answers may well refer to the economic impact of immigration; and/or issues verging on

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politics such as Tammany Hall, or the backlash against immigration in 1917–1920. This wider definition of ‘society’ should be accepted as legitimate.

Evidence that mass immigration was very important might include:

- the population boom and the rapid growth of urbanisation
- the emergence of areas and districts with a strong ethnic identity, such as Germans in Milwaukee, ‘Little Italy’ in New York and so on
- the tensions between new immigrants and the established communities: gang warfare, the influence of immigrant ‘wets’ on the debate over Temperance and Prohibition, the fear that immigrants were a threat to jobs
- the powerful backlash against immigration during and after the First World War: Sedition Act, Red Scares etc.

Evidence that mass immigration was not so important compared with other factors might include:

- the real driver of change was dynamic economic growth led by big business. Immigration was a symptom, not a cause of change
- immigrants were desperate to assimilate, and did so. They wanted to be part of a ‘melting pot’ making new Americans. The USA changed the immigrants more than the immigrants changed America
- the impact of the First World War was made more important than the effect of immigration.

One feature of good answers may be differentiation of change over time: the 1890s was different from 1900–1914, the First World War was vastly different. Another may be depth of argument balancing the positive and negative aspects of immigration.



**Question 2**

**03** Explain why there was a steep rise in unemployment in the USA 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.**

The focus of this question is on the reasons why the USA was hit by mass unemployment in 1930–1932. In 1929, 3% were unemployed; this doubled to 8% in 1930 and continued to rise in 1931 before peaking at 24% in 1932.

Reasons for the rise in unemployment linked to the Wall Street Crash might include:

- caused a financial and banking crisis in the USA that led to the contraction of business and the laying off of workers
- there was a slump in world trade so that US exports collapsed
- the financial crash exacerbated the serious crisis in agriculture and loss of jobs for farm workers.

Reasons linked to developments **after** the Wall Street Crash might include:

- the policies at the Hoover Administration were deflationary, at least at first. This is why unemployment worsened after 1930
- other countries followed deflationary policies. This hit US exports.

Answers at the higher levels will not merely provide a list of appropriate reasons but will offer links, differentiation of prioritisation – for example showing awareness of the delayed impact of the 1929 stock market collapse. The ‘steep rise’ was cumulative, not sudden, and superior answers will explain this.

**Question 2**

- 04** How successful were the policies of Franklin Roosevelt in dealing with the problems of mass unemployment in the years 1933 to 1940? **[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. 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.

Students should make a judgement of the degree of success and failure of government policies to deal with the problem of mass unemployment in the Great Depression (note that there was a delay between the Wall Street Crash and the onset of the Depression). Students might argue that government policies made very little difference and that it was natural economic recovery and the impact of war that finally got America back to work; or that FDR and his New Deal Policies succeeded where Hoover had failed.

Evidence suggesting government intervention under FDR made a big contribution to combating mass unemployment might include:

- FDR had a major psychological effect through his ‘fireside chats’ and measures to restore confidence
- the speed with which FDR acted to deal with the banking crisis in 1933 was vital for recovery
- Roosevelt’s first New Deal did a huge amount to create jobs; the CCC, the FERA, the NIRA, the PWA and the TVA were all vital initiatives to build infrastructure and make work
- unemployment levels were halved between 1933 and 1936
- the Second New Deal included agencies like the WPA, REA and NYA to make work and provide training. Unemployment carried on falling every year except 1938.

Evidence that Roosevelt failed, or that other factors were more important might include:

- in the period between the 1932 election and the inauguration of FDR in March 1933, Hoover proposed all kinds of effective action that could be taken jointly by the two presidents. However, FDR refused to do anything at that time because he wanted to make an impact with the ‘Hundred Days’
- many of the New Deal alphabet agencies were ineffective and had little impact overall. The introduction of the Second New Deal was an admission the first New Deal had not really succeeded. Unemployment was still over 10 million in 1936
- the ‘Roosevelt Recession’ of 1937–1938 saw unemployment going back up again
- full economic recovery was due to the natural ‘rebound’ of the economy, not FDR and intervention – the real surge in economic activity and employment was due to the approach of war in Europe, as US industry got huge contracts to produce armaments and raw materials for Britain and Europe.

One feature of answers at the higher levels may be depth and differentiation – for example, between elements of success and failure in New Deal policies, or in the interrelation of US government policies and the wider context of unemployment in the world economy.

**Question 3**

**05** Explain why the USA did not enter the Second World War until December 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**

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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**

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The USA did not enter the war until Japan's surprise attack on Pearl Harbor in December 1941.

Reasons why the US stayed out of the war until then might include:

- traditional: US isolationism: isolationist feeling was strong in Congress, such as Senator Borah. Many politicians had been disillusioned by the First World War and wanted to make sure the same 'mistakes' were not repeated
- anti-British feeling: Irish-Americans and German-Americans were opposed to helping Britain. Many others thought Britain was certain to be defeated anyway – opponents of FDR warned him against 'tricked' into war by Churchill
- suspicion of Roosevelt: Roosevelt had made many political enemies in the 1930s. Many Congressmen suspected him of being devious about the foreign situations
- political tactics: FDR needed to secure re-election in 1940. Involvement in a European War was unpopular with US public opinion. FDR promised in his campaigning that he would not 'send our boys' to fight someone else's war.

To achieve the higher levels, answers should make links and connections, for example, commenting on the ambivalent policy of FDR in 1940–1941, by showing how short-term and long-term factors were interrelated.

**Question 3**

- 06** How far, in the years 1941 to 1945, was the USA changed by involvement in the Second World War? **[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 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 about the degree to which the USA was changed by the years of war. These changes were both external, relating to the US position in the world, and internal, relating to changes in American society. Answers cannot be expected to be comprehensive. Many students will focus closely on foreign affairs; others will see the most

important aspects as domestic ones. Either approach (or a mixture of the two) is valid and should be rewarded appropriately.

Evidence that the USA was significantly changed might include:

- traditional isolationist attitudes were ended. By 1945, unlike 1919–1920, the USA accepted its role as a world power and there was no retreat back into isolationism
- the USA became a massive military (and atomic) superpower. By 1945 the size and strength of the US war machine was the strongest in the world (partly because of the decline of the European powers due to the war)
- the war kick-started the US economy. There was full employment and huge increases in production. Other countries in the war faced debt and destruction but the USA experienced a consumer boom throughout the war years
- the war brought about deep social and cultural change. Huge numbers of women did war work and experienced greater equality. Millions of soldiers served overseas and were changed by what they went through including black servicemen whose war experience led to pressures for change.

Evidence that there was only limited change might include:

- the rise of the USA to world power was happening anyway; the Second World War merely carried on long-term trends that were already there before 1917 (and the USA had been much more internationalist between the two world wars than some people think)
- similarly, the rise of US industrial dominance was a long-term trend. The Second World War accelerated this but did not cause it
- any 'social revolution' associated with the Second World War was limited and temporary. Many women immediately gave up their jobs and became housewives again; Roosevelt opposed progress on civil rights for African-Americans.

One feature of good answers may be the ability to differentiate and to see change over time, perhaps arguing that the change in the international position of the USA was significant but that changes within American society were much less so.

### **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)