

# A-LEVEL HISTORY

Unit HIS1M: USA, 1890–1945

Mark scheme

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1041

June 2014

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Version 1.0: Final

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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

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

**HIS1M: USA, 1890–1945**

**Question 1**

**01** Explain why there was opposition to mass immigration in the years 1890 to 1914.

**[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 many Americans opposed government willingness to allow mass immigration into the United States between the years 1890 and 1914.

Students might include some of the following factors:

- many felt that immigrants could be used as strike breakers in industrial disputes. This view was held by many trade unionists and it was shared by many urban workers who also felt

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that mass immigration posed a threat to their economic interests in terms of competition in the labour market

- there was a fear of the damaging political impact of mass immigration. This was reflected through Tammany Hall. There was the fear that the USA's democratic foundations would be compromised as politicians would manipulate bloc voting by immigrant ethnic groups
- there was opposition from temperance groups. Many immigrants came from cultural backgrounds in which social drinking was common. This raised fears in the minds of many small town rural communities. There was also the response from Protestant factions who feared the influx of Roman Catholics and other religious groups. There was a strong connection between temperance movements and religious fervour.
- Fear of crime increasing from Italian and Irish gangs.

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

- the mass immigration from 1890 did not compare to the earlier waves of immigration. Later immigration was characterised by a wider diversity of religious groups and ethnicity, particularly in terms of the numbers of Jews and eastern European people. There was a long-term realisation in the minds of many Americans of this shift in the pattern of immigration. Many early immigrants were from western Europe and Scandinavia
- there was also a growing fear that many of the newer immigrants were poor. There was a fear of the disintegration of the established social order with the creation of a huge underclass and the potential threat this posed to the wealth of better off Americans.

and some of the following short term/immediate factors:

- the scale of immigration raised fears of rapid overcrowding, particularly in cities, especially in the eastern seaboard cities of the USA. Far more of the recent immigrants were tending to stay in these cities rather than migrate further into the rural hinterland as earlier immigrants had often done.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might consider the diversity of the opposition and see it in terms of many social groups opposing immigration for their own individual reasons. This approach may well enable students to display a high level of awareness and so suggest linkage that would enable them to access Level 4.

**Question 1**

- 02** How far did the rise of big business change the American economy 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.**

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Factors that indicate that big business did change the American economy between 1890 and 1920:

- dynamic captains of industry emerged during this period. These individuals became the driving force of economic expansion through their leadership and entrepreneurial skills. They included men such as Carnegie and Rockefeller
- big business was efficient. For specific industries they owned the raw materials, the production and distribution methods and the sales. This highly structured organisational framework served to strengthen the role of big business in the economy's growth
- trusts were created. These came to be dominant organisations and controlled markets, prices and wages. This meant they had an enormous influence of national economic policy making
- large scale investment was possible due to the wealth of the corporations.
- Creation of Ford's assembly line, revolutionised the automobile industry.

Factors that indicate that big business did not change the American in the years 1890 to 1920:

- governments introduced a range of measures to control the power of big business by limiting the power of monopolies e.g. the Sherman Anti-Trust Act (1890)
- the influence of big business was not evident in the Democratic Party
- there was a growing anti-big business movement in the development of organised labour and trade unions. These organisations were rapidly growing in strength, and therefore influence. These were politically influential and independent of big business influence
- the political, and therefore the economic influence of big business, was challenged by both the Popularists and Progressivists
- mass immigration provided a cheap labour source and higher demand
- the USA was rich in natural resources needed for industrial growth. Economic expansion was certainly viable
- the transport infrastructure e.g. railways, was already well-established by 1890.
- impact of war in particular world war one. USA emerged as the world's creditor nation.

Students may conclude that the role of big business was essential in the economic expansion of the USA but this was by no means the sole or primary factor. There were constraints on business and other factors such as mass immigration, which significantly contributed to economic growth over and above any contribution made by big business.



**Question 2**

**03** Explain why organised crime grew 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 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 might include some of the following factors:

- prohibition was a widely ignored law. Many Americans wanted alcohol and this demand provided criminals with a need to become organised in order to manufacture, distribute and sell alcohol on an industrial scale. In effect, mass law breaking became the momentum for organised crime to develop and flourish
- being organised generated massive profit from the criminal gangs. These could be used, in turn, to develop other lucrative criminal activities which necessitated further structured organisation. This included such activities as gambling and prostitution
- organisation was possible, in part, because it could be protected. The more organised the more effectively the organisation could protect itself. The vast incomes could be used, very marginally, to bribe officials at every level of crime prevention and enforcement.
- USA's coastline and land border resulted in great difficulty preventing bootleggers smuggling alcohol into the country.

Long-term factors:

- gangs became increasingly competitive and confrontational. It was necessary to be organised in order to have enough strength to compete and deter/respond to threats and actual violence
- the organised groups were based on well-established ethnic groups, mainly Italians and Irish communities. There was a readily available source of compliant manpower to draw upon. This also, very often, guaranteed loyalty to the gang and made its position more protected
- the idea of organised crime had been imported into the USA, primarily through Italians and the Mafia.

Short-term / medium-term factors:

- the gangsters were popular and were seen by many as not actually being criminals. They were a form of 'modern day Robin Hoods'. This popular support gave them greater freedom to flourish and grow
- some individuals became powerful and effective leaders of organised crime groups. These included men such as Al Capone and Dion O'Banion, who were both skilled organisers.

**Question 2**

**04** How far were Republican policies during the 1920s responsible for the Wall Street Crash?

**[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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**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.**

Factors suggesting Republican policies were responsible for the Wall Street Crash might include:

- successive Republican failed to regulate the financial system. There were, for example, no effective controls on credit or practices in the stock market that pushed the value of shares up in order to attract speculators

- Republican trade policies promoted protectionism. Ultimately this weakened US industries because they were unable to sell their goods abroad in the face of import restrictions. This began to lead to overproduction which served to damage the value of companies
- Republican laissez faire policies enabled mass speculation on the stock market to continue. This, in turn, pushed the price of shares up artificially.

Factors suggesting other issues were responsible for the Wall Street Crash might include:

- advertising encouraged buying but the money spent was often borrowed. Therefore the economic foundations of the US economy were fragile because they were based on excessive borrowing
- speculation became almost a national commitment. It was possible for speculators to buy 'on the margin'. It was, for example, possible for someone to buy \$1000 of shares with \$100, borrow the rest, sell at a profit and then pay back the original loan and any interest. This buying 'on the margin' was another facet of uncontrolled borrowing and credit
- when the financial collapse began attempts were made by some of the big finance houses and banks to revive confidence through share buying. These attempts failed and nothing could stop the momentum of the collapse
- production methods such as the assembly line, created cheap products but the demand eventually slowed
- banks used their customers' money to speculate on the stock market. This, initially, inflated the value of shares to unrealistic levels.

Overall, students may argue that it was the lack of government intervention over a sustained period that led to the crash. Equally, they may argue that there were systemic faults in the US economy and by 1929 it was too late to address these effectively. Nothing the government could have done would have redressed these inherent weaknesses.

**Question 3**

**05** Explain why American foreign policy was isolationist before 1939. **[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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**Indicative content**

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Students might include some of the following factors:

- the Democratic Party was defeated in the post-war Presidential election of 1920. The Republican Party and its immediate post-war Presidents, Harding and Coolidge, focused its policy priorities on economic issues rather than foreign policy. Import tariffs were introduced. This inevitably led to an isolationist position being adopted. This was largely a response to the widespread rejection amongst Americans of the USA's involvement in the First World War
- the USA responded to the Ottawa Conference (1929), the outcome of which led to the principle of imperial preference, by reinforcing its own economic isolationism. This also served to reinforce the foreign isolationism that had developed in the USA
- Roosevelt had campaigned in the 1936 Presidential election, partly, on a platform of non-intervention in foreign wars. This was a popular political focus and a vote winner. This was based on a series of Neutrality Acts during 1935 and 1936.

Long-term factors:

- the long-term basis of US foreign policy had been the Monroe Doctrine. This had traditionally served to narrow US perspectives on foreign policy and foreign involvements beyond America's immediate geographic interests
- the focus of US foreign policy had traditionally been Central and South America. Although this was not pure isolationism it was clear that the range of US involvement in foreign interventions was clearly defined and limited.

Short/medium-term factors:

- many Americans were wary of European entanglements during the 1930s as Nazism grew in strength. Roosevelt could not ignore this uncertainty. Even when the war started in Europe in 1939, the USA remained neutral.

Students may link factors through economic and political factors. They may suggest that throughout the 1920s and 1930s there were powerful economic constraints and these also had a political impact on decision making.

N.B. Students can achieve a Level 4 mark focusing their response on the 1930s

**Question 3**

- 06** How important was Japan's attack on Pearl Harbour in ending American isolationism? **[24 marks]**

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

**Generic Mark Scheme**

Nothing written worthy of credit. **0**

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**Indicative content**

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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.

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Factors suggesting the primary importance of the Japanese attack on Pearl Harbour in bringing about the USA's entry into the Second World War might include:

- the nature of the attack, particularly in view of its devastating impact and the lack of any clear warning or declaration of war by the Japanese left Roosevelt with little option, politically. Roosevelt knew that there would be popular support for a declaration of war by the USA
- the USA influence in the Pacific was fundamentally compromised by the attack. This influence had to be restored
- Japan, particularly, was seen as a threat to US interests and US policy. The threat was clear from Japan's expansionism into China and the growing militarism and the threat this posed to the security of the Philippines. Moves to control Japan's aggression had already been taken, e.g. freezing Japanese assets in the USA and closing the Panama Canal to Japanese shipping.

Factors suggesting the crucial importance of developments beyond the attack on the US naval base at Pearl Harbour in contributing to the USA's involvement in the Second World War might include:

- the US had already, since the outbreak of war in 1939, been involved in supporting Britain in its conflict with fascist leaders. Churchill was a persuasive leader and he had formed a strong and positive relationship with Roosevelt
- isolationism was under pressure before the attack on Pearl Harbour. There was a growing mood towards accepting that something had to be done
- the war in Europe not only represented a threat to US trade, it also represented a strategic threat. Roosevelt saw the need to seriously consider entry into the war and he needed a politically safe way into that.

Good answers may show an awareness that the attack on Pearl Harbour was a catalyst rather than merely an unexpected incident that the USA had no choice but to respond through by going to war. Students may argue the intent was already evident.

### **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)