

## Examiner’s General Advice on Unit 1

In AS Unit 1 students are expected to demonstrate several skills which are also **assessment objectives**. All questions will aim to test more than one of these objectives, and in an examination answer will be marked accordingly. There will, on any given examination paper, be a planned balance of the various skills across questions to ensure that all are covered. However, individual questions or part questions will focus on certain of the skills, not necessarily all of them at once. Consequently one of the ways of writing an effective answer is to learn to recognise the particular skill that is the focal point of a particular question. However, it is also important to remember that accurate knowledge and understanding are key elements in any AS answer.

The **assessment objectives** are:

**A01 (a):** Recall, selection and deployment of appropriate historical knowledge, communicated effectively.

**A01 (b):** Demonstrating historical understanding involving explanation, analysis and judgement, involving key concepts such as causation, consequence, change and continuity; and an understanding of the relationships between key features of the period studied.

**A02 (b):** Analysing and evaluating how the past has been interpreted and represented in different ways.

**Unit 1** contains **three** two-part questions, not source-based, on the chosen option from European, World or British history. Candidates are required to answer **two** of the questions.

It is important to divide your time well. The first part of each question carries 12 marks; the second part carries 24 marks. Therefore you should probably aim to spend less time on the first parts, or you will risk running out of time on the second and longer parts.

There are several skills implicit in answering the questions well. One element is simple **recall**. You will need to **explain**, for example by giving the reasons for a particular event. This requires more than simply listing a series of reasons from memory – a high-level answer will require you to put these reasons in context and relate them to each other. The 24-mark question will require you to examine a particular historical issue. You must not only call up your knowledge of the topic, but also **use** that knowledge in such a way that you are able to **analyse** the issues and produce a **reasoned argument** using the knowledge you have.

<b>AQA – AS GCE Change and Consolidation Unit 1 HIS1M</b>	<b>USA 1890–1945</b>	<b>QUESTION 1 (01)</b>
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## Examiner's Specific Advice

This question tests several skills and also your knowledge of the topic; in this case the reasons why the Republicans lost the presidency in 1932 after controlling it since 1920. The question requires a focused explanation of a range of reasons why Hoover lost and why Franklin Roosevelt won.

The key thing is not to narrate and describe, but to *use* your knowledge purposefully in order to explain what happened and why. You should also think about the length of your answer – a shorter, more coherent and controlled answer is *always* preferable to a longer, more detailed answer that is unfinished or lacking in clarity and accuracy. The amount of detail you include should take into account the number of marks available. You need to produce a concise answer to this 12-mark question in order to ensure you have adequate time to deal with the longer, essay-type question that follows.

## Exemplar Question

1 (01) Explain why Herbert Hoover was defeated in the presidential election of 1932. **[12 marks]**

### Plan

- Identify the context of 1932 – how the economic situation influenced the election and why voters were dissatisfied
- Specific evidence to show strengths of Franklin Roosevelt and possible mistakes by the Republicans
- Conclusion – any links, or prioritisation?

## Examiner's Exemplar Answer 1

Herbert Hoover lost the presidential election in 1932 because he was very unpopular with American people. Hoover had very bad policies to deal with the problems such as mass unemployment caused by the Wall Street Crash. A lot of people started living in shanty-towns that became known as Hoovervilles and Hoover got all the blame for this (1). In the 1932 election, Franklin Roosevelt made fireside chats over the radio (2) and promised the people he would sort out unemployment. Hoover just looked as if he was doing nothing to solve the problem and that's why he lost (3).

### Examiner's Assessment

The answer has general relevance but badly lacks depth and has one significant factual error. There is a basic grasp of the context of the economy in 1932 but

(1) This shows adequate general knowledge of one relevant factor.

(2) This is a factual error – the fireside chats only came after FDR was president.

(3) This attempts to develop the explanation but is very generalised.

very little depth of evidence or comment. The answer merits Level 2.

## Examiner's Exemplar Answer 2

One significant reason why Hoover was defeated in 1932 was the economic situation. After the Wall Street Crash in 1929 the American economy seemed to recover for a time but the US slid into a deep depression in 1931 and 1932, with many business failures and mass unemployment (4). This meant that 1932 was the worst possible time to be running for re-election.

Another reason was that the Republicans had been politically dominant since 1920 and many people thought it was time for a change. The Republicans were seen as the party of big business and the Democrats had more appeal to the working classes and the unemployed. Hoover made this problem worse when there was a march on Washington by army veterans. Hoover refused to meet with them and this gave him a bad image. The fact that the shanty-towns of homeless men were called Hoovervilles was typical of this (5).

One reason Hoover lost was that Franklin Roosevelt won. He ran a clever campaign that put the blame on the Republicans and gave people a sense of hope that he could improve the situation. It was ironic that Hoover was a brilliant economist and yet it was economic problems that caused his defeat. He never managed to convince ordinary people that he knew how to help them (6).

In the end, though, Hoover's mistakes probably did not make that much difference. All over the world, governments who were in power in 1929 lost soon afterwards, like Britain in 1931 and Germany in 1930. Hoover had no chance of winning in 1932 because his government was bound to get the blame for the great depression (7).

## Examiner's Assessment

While not a 'perfect' answer, it is a very good one. It has direct and sustained relevance and substantial evidence. There is a good range of explanation and a well-written conclusion which shows judgement. The answer clearly merits a mark of Level 4.

(4) This is a solid beginning, based on secure own knowledge of the context of the economic situation from 1929 to 1932.

(5) This develops the explanation why Hoover was vulnerable and uses accurate specific evidence in support.

(6) This paragraph provides good links between the factors already set out.

(7) A convincing conclusion, showing judgement and synoptic understanding.

<b>Mark Scheme</b>	
<b>L1:</b>	
The answer is descriptive and only loosely linked to the question, or there is comment but with little support. It is likely to be assertive and generalised.	
	<b>[1–2 marks]</b>
<b>L2:</b>	
There will be some relevant knowledge and understanding, but the answer will be mainly descriptive about the election, with few limited links to the reasons behind it; or explanations will show little range and/or depth.	
	<b>[3–6 marks]</b>
<b>L3:</b>	
Answers will show good understanding, with relevant explanations (at least two developed ones) of why Hoover was defeated, using appropriate knowledge of the role of FDR and the problems Hoover faced because of the depression, although the answer may not cover all aspects.	
	<b>[7–9 marks]</b>
<b>L4:</b>	
The answer will be well focused on the issue of why the voters turned against Hoover, with a range of explanations, backed up with precise evidence and probably showing a good awareness of links/connections.	
	<b>[10–12 marks]</b>

<b>AQA – AS GCE Change and Consolidation Unit 1 HIS1M</b>	<b>USA 1890–1945</b>	<b>QUESTION 1 (02)</b>
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### **Examiner’s Specific Advice**

This question is testing several skills and also your knowledge of the topic. Because the question is on an important topic, you are expected to know the main details, in this case the impact of Roosevelt’s New Deal policies on the economic problems of the US during the great depression. You are also required to provide a historical explanation and make a substantiated judgement.

As always with an essay-type question, relevance is the key – your answer should be as concise as possible while taking into account all the demands of the question and its specific wording. The key thing is not to narrate and describe, but to keep focused on assessment of the extent to which the New Deal had achieved its aims by 1936. Note that it is important to address the key dates in the question. Whatever your approach, do make a judgement and back it up with selected evidence.

## Exemplar Question

1 (02) How far had the policies of Franklin Roosevelt solved the economic problems of the United States by the time of his re-election at the end of 1936? **[24 marks]**

### Plan

- Introduction – the context of the New Deal in Roosevelt’s first term and an overview of the argument you are going to follow
- The successes of the First New Deal
- The failures of the First New Deal and the extent of opposition to FDR’s policies
- The aims behind the launch of the Second New Deal in 1935; the impact of the New Deal on the economic problems of the US by the end of 1936
- Brief conclusion focused on assessment

## Examiner’s Exemplar Answer 1

When Roosevelt became president he wanted to make a dramatic impact to show he was something new and special. That is why he placed a lot of emphasis on the idea of a New Deal for the American people and why he promised to do so much in the first Hundred Days (1).

The first thing Roosevelt did was the Emergency Banking Act. This gave people confidence their money was safe. Then he brought in a lot of new measures aimed at relief, helping people through the hardships of the depression. He set up a lot of alphabet agencies, like the AAA, which gave subsidies to farmers, and the CCC, which gave employment to young men out of work. The DERA gave federal money to the states so they could keep up payments to the unemployed (2).

There were also policies aimed at economic recovery, like the PWA, the NRA and the TVA. There was a lot of road building and conservation projects, making work for people and stimulating the economy. The NRA was aimed at improving links between government and business. As well as this, there were a lot of acts setting up reform and regulation. There was an act to control the railroad companies and the SEC, which regulated stocks and shares to stop another Wall Street Crash (3).

The New Deal mostly worked well and was popular with the public but there were still serious economic problems. The number of unemployed and

(1) This is a sound view of the context though not yet focused on the question.

(2) Accurate evidence about the policies but lacking any assessment.

(3) Again, good detailed evidence but much too descriptive.

homeless stayed very high and there were terrible problems in the countryside because of drought. A lot of the Mid West was turned into a Dust Bowl, when dust clouds blacked out the sky, like Black Monday in 1935 (4).

There was also a lot of opposition to the New Deal. Many farmers were unhappy and some of the unions. Roosevelt was also attacked by populist politicians like the 'radio priest' Father Coughlin and the Governor of Louisiana, Huey Long, who claimed Roosevelt was a communist. For a while, Huey Long was very popular and it was thought he might run for president in 1936 but he was assassinated in 1935 (5).

By 1935, Roosevelt decided that it was necessary to launch a Second New Deal. There were a lot of new agencies such as the WPA, which set up more public works schemes, the REA, to bring electricity to rural areas, and the NYA, to give young people education and training. Some of these acts were blocked by the Supreme Court and this started a long battle between Roosevelt and the court that lasted into 1937 (6).

So although there were a lot of successes for the New Deal there were also a lot of failures. Some of the schemes only helped certain parts of the economy and others wasted money without achieving much. Roosevelt certainly failed to completely solve the problems of the Dust Bowl and migrant workers. On the other hand, the New Deal did a lot to get the economy moving again by 1936 and it was popular with a lot of the American people (7).

### **Examiner's Assessment**

This is in many respects a good answer. It has substantial, accurate evidence and is expressed with clarity and good organisation. The opening paragraphs rely too much on detailed description of the policies of the New Deal but then there is a sound focus on assessment and some balanced arguments, culminating in a strong conclusion. Overall, the answer merits a mark just into Level 4 – but it would have been better had there been a direct approach to the question from the beginning.

(4) Belatedly, a focus on the question, with sound evidence applied to evaluation.

(5) A useful attempt at balanced assessment of the outcome of the policies.

(6) Sound evidence with implicit links to the question.

(7) A good, developed conclusion. It is a pity this approach was not followed from the beginning.

## Examiner's Exemplar Answer 2

The fact that Roosevelt was re-elected in 1936 proved that his New Deal policies had been very successful. If they hadn't, he would have been a one-term president, just like Herbert Hoover. But people knew they wanted Roosevelt back again and the Republican candidate, Alf Landon, was heavily defeated. It has been claimed that 'the 1936 election was virtually a referendum on the New Deal and Roosevelt won it' (8).

On the other hand, there were many economic problems that the New Deal did not solve. Roosevelt faced strong opposition from the courts and this continued into his second term as president. The economy slipped into the 'Roosevelt recession' from 1937. Unemployment continued to be a problem until 1940. Many historians think it was the Second World War that really kick-started full economic recovery, not the New Deal. So it is obvious that the New Deal did not solve all the economic problems by 1936. But it was a big success and it changed the mood of America (9).

Roosevelt was probably fortunate to come to the presidency when he did. By early 1933, the very worst stage of the great world depression was over and some kind of economic recovery was becoming possible even though it would take years before the depression was really over (10).

Roosevelt was also clever. He refused Hoover's suggestion that they work together in the period between the election and the inauguration because Roosevelt wanted Hoover to take all the blame for the problems for as long as possible and then he could make a show of a fresh start with his Hundred Days. Roosevelt was quite successful with the policies of the New Deal but he was more successful with presentation and making people believe the future would be better (11).

The most obvious side of the New Deal was providing relief through public works schemes and the alphabet agencies, such as the CCC. These were important but did not really solve deep economic problems. Roosevelt had some success with the agencies that were aimed at stimulating economic recovery, like the NIRA and the PWA. This improved the infrastructure and got the

(8) A convincing introduction, showing good awareness of the demands of the question.

(9) An excellent paragraph, providing balance and based on secure understanding of the question.

(10) A useful development of the main argument.

(11) Depth of evidence and some judgement shown here.

construction industry going. But there were still massive numbers of unemployed and homeless. Efforts to help poor farmers, like the AAA, were not very successful (12).

By 1935, the impact of the New Deal was wearing off and Roosevelt brought in his Second New Deal, and a new Hundred Days, in 1935. He was more radical in these policies. He taxed the rich and the public utility companies. He expanded relief programmes through the WPA. This aroused a lot of opposition from people who accused him of by-passing the constitution and taking too much power for the federal government. There were clashes with the Supreme Court and Roosevelt was attacked by Huey Long, the Governor of Louisiana (13).

Modern historians still disagree about Roosevelt and the New Deal. Liberals and traditional Democrats claim he 'saved America', especially by his reforms to the banking system and to labour relations in the 1935 Wagner Act. Pro-business Republicans, both in the 1930s and in the present day, accused Roosevelt of bringing in 'the evils of big government'. Both are probably right (14).

Overall, it is obvious that Roosevelt could never have solved all the economic problems of the US by 1936. It took the Second World war to fully mobilise the American economy and to bring about full employment. But Roosevelt did succeed to a large extent in all his policies of relief, regulation and recovery. The fact that the American people re-elected him in 1936 and kept on re-electing him after that proves he must have succeeded in putting belief back into Americans (15).

### **Examiner's Assessment**

This is an excellent, wide-ranging answer. It is confidently presented, and combines solid knowledge with analytical depth and judgement sustained throughout the answer. The question is directly addressed, with a good synoptic understanding of developments between 1933 and 1936. There is a balanced assessment, leading to a convincing conclusion. The answer clearly merits Level 5.

(12) Presenting concise, analytical evidence, with differentiated assessment.

(13) Shows good grasp of the key dates of the question and how the New Deal changed over time.

(14) Awareness of a range of interpretations.

(15) A good conclusion reaching judgements that are the logical culmination of the answer.



<b>Mark Scheme</b>	
<b>L1:</b>	
The answer is descriptive, only loosely linked to the question, or only answering part of it, or it is an explicit answer with little or no effective support. The answer is likely to be generalised and possibly assertive rather than argued.	<b>[1–6 marks]</b>
<b>L2:</b>	
The answer shows some understanding of the successes of the New Deal up to 1936. It may be predominantly descriptive, or it may have explicit links with relevant but limited support.	<b>[7–11 marks]</b>
<b>L3:</b>	
The answer shows developed understanding of the impact of the New Deal. There will be some assessment, supported by relevant and well-selected knowledge, although there will probably be a lack of weight of detail and/or balance. There will be some understanding of interpretations.	<b>[12–16 marks]</b>
<b>L4:</b>	
There is explicit understanding of the successes of the New Deal. A balanced argument will be supported by good use of selected evidence and solid understanding of interpretations.	<b>[17–21 marks]</b>
<b>L5:</b>	
Answers will be well focused and closely argued. The arguments about how far and why the New Deal succeeded will be supported by precisely chosen evidence leading to a relevant conclusion, showing judgement and a well-developed understanding of a range of alternative views.	<b>[22–24 marks]</b>

<b>AQA – AS GCE Change and Consolidation Unit 1 HIS1M</b>	<b>USA 1890–1945</b>	<b>QUESTION 2 (03)</b>
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### **Examiner’s Specific Advice**

This question requires a range of skills and a focus on explanation rather than description. You need to find a range of reasons (three or more) for Truman’s decision and link those reasons explicitly to the situation of the war in 1945. If possible, make links and connections between the various factors involved, perhaps differentiating which reasons were more influential than others. Be careful not to take too long over this 12-mark question – it is important to be concise and to judge the length of your answer to the marks allocated.

## Exemplar Question

2 (03) Explain why the US used atomic bombs against Japan in 1945. [12 marks]

### Plan

- Explain the context of the war against Japan in 1945
- Produce a range of reasons why President Truman wanted to use the atom bomb at that stage in the war
- Consider in the conclusion any links that interrelate these reasons; or any judgements that differentiate which reasons were more decisive than others (or why the reasons in favour of using the bomb were more powerful than the reasons against using it)

### Examiner's Exemplar Answer 1

When the Allies were victorious in the war in Europe in May 1945, the war with Japan was still going on. The US thought it might take many months to invade Japan and that there would be huge American casualties. They were desperate for any way of shortening the war and this is where the atom bomb came in (1).

The first successful test of the atom bomb was in secret at Los Alamos in 1945. It was the most powerful weapon ever seen and some US commanders wanted to see the effect it would have if it was used in a real war situation (2). There was also rivalry between the US and the Soviet Union by this time and it was thought that using the bomb would show the Russians how powerful the US was. So Truman decided the bomb should be dropped on Hiroshima and Nagasaki and Japan surrendered soon afterwards (3).

### Examiner's Assessment

This is a sound answer, focused on the question and providing a range of three valid reasons why the bomb was used. The answer clearly meets the criteria for Level 3.

(1) This is a sound beginning, with a relevant focus on explanation.

(2) This is a valid reason though not well developed.

(3) The conclusion extends the range of explanation but is rather general in evidence and comment.

## Examiner's Exemplar Answer 2

By July 1945, the Second World War was almost over but the Cold War was already beginning. Truman's decision to use the atom bomb against Japan has been described as 'the last bombing of WW2 and the first bombing of the Cold War'. In other words the atom bomb was used more against Russia than against Japan. It has also been claimed that the atom bomb would not have been used against 'civilised' people in Europe, only against the 'barbaric' Japanese (4).

There were other reasons for using the bomb, apart from wanting to make a point to Stalin. The invasion of Japan was a very difficult military operation and the Pentagon estimated that it would cost hundreds of thousands of American soldiers. It would also take many months and the US wanted to get the war over quickly and bring the soldiers home (5). So it can be argued that the decision was justified, because there was no sign of the Japanese Emperor surrendering. Using the atom bomb probably killed less Japanese people than would have died in a long conventional war (6).

Many Americans including the scientist who masterminded the making of the bomb. Robert Oppenheimer, hoped it would not be necessary to use the bomb. But the military commanders were eager to prove what a powerful weapon they now had. So the bomb was used partly for good reasons, to shorten the war against Japan, and partly to demonstrate the US was a superpower (7).

## Examiner's Assessment

This is a superior answer. It provides a solid range of reasons, backed by extensive own knowledge and showing a good grasp of key issues and definitions. Throughout, the answer shows depth of evaluation and comment, culminating in an effective conclusion. It merits a mark at the top of Level 4.

(4) This is a very good introduction, showing detailed knowledge and a focus on evaluation.

(5) This develops the explanation of other factors and shows judgement.

(6) Good development of the explanation, showing depth of knowledge.

(7) A good, synoptic conclusion, with links and judgement.

<b>Mark Scheme</b>
<b>L1:</b> The answer is descriptive and only loosely linked to the question, or there is comment but with little support. It is likely to be assertive and generalised. <b>[1–2 marks]</b>
<b>L2:</b> There will be some relevant knowledge and understanding, but the answer will be mainly descriptive about the events leading to the bombing of Hiroshima and Nagasaki; or explanations will show limited range and/or depth. <b>[3–6 marks]</b>
<b>L3:</b> Answers will show good understanding, with relevant explanations (at least two developed ones) of why Truman took the decision he did, using appropriate knowledge, although the answer may not cover all aspects. <b>[7–9 marks]</b>
<b>L4:</b> The answer will be well focused on the issue of why it was felt necessary to use the atom bomb, with a range of explanations, backed up with precise evidence and probably a good awareness of links/connections or skilful differentiation between various factors. <b>[10–12 marks]</b>

<b>AQA – AS GCE Change and Consolidation Unit 1 HIS1M</b>	<b>USA 1890–1945</b>	<b>QUESTION 2 (04)</b>
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### **Examiner’s Specific Advice**

Answering this essay question requires a balanced argument, supported by accurate relevant evidence. It is more important to provide a direct response to the question than to set out comprehensive factual description of events given, or how they were interrelated.

### **Exemplar Question**

2 (04) How far did the experience of the Second World War from 1941 change America’s position in the world by 1945?  
**[24 marks]**

#### **Plan**

- The US position in the world in 1941, before involvement in the war
- The experiences of war between December 1941 and 1945, and the changes in policies and attitudes that resulted
- An evaluation of the extent of change by 1945

## Examiner's Exemplar Answer 1

The United States entered the war in 1941 when the Japanese attacked Pearl Harbour. This meant the US had to fight two big wars, one in the Pacific and one in Europe. Fighting and winning these wars made the US the strongest power in the world by 1945 (1).

At first, the US was not ready for war. The navy was shown to be weak by the Japanese success at Pearl Harbour and there were a lot of defeats in the Pacific in 1942. US troops had to pull out from the Philippines and Guam. Britain also suffered defeats and lost Singapore. It was only at the Battle of Midway that the US stopped losing to the Japanese (2).

It also took a long time to call up soldiers for the US army and to get the economy turned round to war production. The first battles involving US troops in the war against Germany were in North Africa in 1942 and they were badly beaten by Rommel. 1942 showed the US was not really prepared to fight an all-out war (3).

In 1943, the American war effort started to be successful. American troops took part in the invasion of Italy. The US air force started the daylight bombing of Germany. In the Pacific General MacArthur began recapturing islands from the Japanese. The Russians were also winning battles on the Eastern Front. It seemed certain that the Allies would win the war in the end and there was a summit meeting at Tehran between Roosevelt, Churchill and Stalin. This showed that the US was becoming a world power.

In 1944 the US was able to build up enough forces to invade France. The D-Day landings were successful and the US took the leading role in this. With other victories on the Eastern Front and in Italy, it looked as if the war would be over quickly but it actually took until 1945. Roosevelt, Churchill and Stalin held another summit at Yalta. It was obvious by now that the US was the strongest power in the world (4).

In 1945, US troops met up with Soviet armies in the middle of Germany, showing how completely Nazi Germany was defeated. Beating Japan took a lot longer. There were many hard battles in the Pacific and the Japanese only surrendered after atomic bombs were dropped on Hiroshima and Nagasaki. This meant the US was the only country to possess atomic weapons and definitely a superpower (5).

(1) A relevant introduction but lacking depth.

(2) Sound own knowledge but tending towards a descriptive approach.

(3) Limited depth of evidence but has implicit links to the question.

(4) In both these paragraphs, there is again a tendency towards narrative description, though with sound basic focus on the key words of the question.

(5) There is direct relevance here but the answer is very limited in depth and balance.

Before war, the US was not a superpower. There was a lot of isolationism in the US and the US armed forces were not ready for a major war. By 1945 the US war economy was massive and the American military power was greater than any other country. So the US was definitely a world power and took the lead in the Cold War after 1945 (6).

### **Examiner's Assessment**

This answer is rather descriptive and the depth of comment is variable. On the other hand, the answer shows sound awareness of the demands of the question and deploys accurate knowledge of events and issues during 1941–45. Overall the answer merits Level 3.

### **Examiner's Exemplar Answer 2**

After the First World War, the United States rejected any idea of being a great world power. The United States had played a decisive role in winning the war and in shaping the post-war peace settlement but after the treaties were signed the American people turned against Woodrow Wilson and the League of Nations. Warren Harding won the 1920 election on the slogan of 'normalcy', which meant going back to isolationism. After the Second World War, it was completely different (7).

In 1945 the United States willingly accepted its role as the 'world's policeman'. The US took the lead in the United Nations, in world trade, in NATO and in the Cold War against the USSR. This was a huge psychological change in the way Americans thought about US foreign policy and that change was directly caused by the experiences of the war since 1941. For most Americans, the war was a 'good war', bringing people together in the fight of good against evil. Most Americans realised that backing away in 1920 had undermined democracy in Europe and they were not going to make the same mistake twice (8).

In 1940, public opinion was strongly against getting involved in the war in Europe. Charles Lindbergh gained a lot of support for the America First movement and many politicians were isolationist. Attitudes at that time were completely against the idea of the US acting like a great world power. It was only after Roosevelt was re-elected for a third term as president (his opponents claimed he had done so by deceiving the people) that he started to help Britain. Even in 1941, Roosevelt found it very hard to get the Lend-Lease agreement through Congress. The US only joined the war in December 1941 because of Pearl Harbour,

(6) A brief but thoughtful overview conclusion.

(7) A solid introduction setting the context and showing good awareness of the issues in the question.

(8) Good development of the argument in the introduction.

not because there was any aim of becoming a world power (9).

Once in the war, however, attitudes quickly changed. War propaganda made people feel patriotic and united. Hollywood films emphasised the good points about America's allies, even the Communist 'Uncle Joe' Stalin. Millions of Americans served in the forces in Europe and this led to a lot of social change. Public opinion came to see the war as something bringing the whole nation together. National pride was boosted (10).

The same thing happened inside the US because there was full employment and good living standards. Many women were called up to work in war industries. There was no bombing or blackouts in the US and the war increased prosperity and the 'feelgood factor'. The US had such a massive economy that it could fight two wars, one in Europe and one in the Pacific, finance her allies, and have a consumer boom all at the same time. Newspapers talked about America 'coming of age' (11).

By 1945, the US had become a massive military power and had been victorious all over the world. The dropping of the atom bomb on Japan symbolised American power. This time, unlike 1920, the US was determined to remain a major military power and be the 'leader of the free world' (12).

The US was in charge of the occupation of West Germany and Japan and it was obvious that those countries would need US economic help to recover. US leaders realised that without American economic help many countries damaged by the war might fall into chaos and perhaps turn Communist. They had also learned from the mistakes made in the 1920s. So the Second World War had forced the US to become a world power and most of the American people were happy with this (13).

### **Examiner's Assessment**

This is a strong answer. There is a direct response to the question and a convincing understanding of the wider context and of change over time. Although it spends too long on the background before 1941 and there is not quite enough analytical evidence on the war itself, there is a range of relevant knowledge, used to support a central argument. Overall, the answer merits a mark on the borderline between Level 4 and Level 5.

(9) Useful material, with links to the question but there is too much focus on the background rather than on the impact of the war between 1941 and 1945.

(10) Looking at a range of factors and showing synoptic understanding, though perhaps lacking analytical evidence.

(11) This paragraph shows awareness of a range of issues but the links to the question are not explicit enough.

(12) A convincing paragraph, trying to develop arguments set out earlier in the answer.

(13) A clear and efficient conclusion, summing up the argument and providing some judgement.

<b>Mark Scheme</b>
<b>L1:</b> The answer is descriptive, only loosely linked to the question, or it is an explicit answer with little or no effective support. The answer is likely to be generalised and possibly assertive rather than argued. <b>[1–6 marks]</b>
<b>L2:</b> The answer shows some understanding of the impact of the war on America’s position in the world by 1945. It may be predominantly descriptive about what happened during the period, with some basic links to the question, or it may have explicit links with relevant but very limited and general support. <b>[7–11 marks]</b>
<b>L3:</b> The answer shows sound understanding of the demands of the question. There will be some assessment, supported by relevant and well-selected knowledge, although there will probably be a lack of weight of detail and/or balance. There will be some general understanding of interpretations. <b>[12–16 marks]</b>
<b>L4:</b> There is explicit understanding of changes in the position of the US in the world. A balanced argument will be supported by relevant selected evidence and understanding of interpretations. <b>[17–21 marks]</b>
<b>L5:</b> Answers will be well focused and closely argued. The arguments about the changes in attitudes towards the role of the US as a world power will be supported by precisely chosen evidence leading to a relevant conclusion/judgement, incorporating a well-developed understanding of interpretations and debate. <b>[22–24 marks]</b>



## **Chronology: Key Events in USA 1890–1945**

- 1890** 'End of the Moving Frontier'. Sherman Antitrust Law. Formation of UMWA.
- 1892** Election victory for the Democrats and return of Grover Cleveland.
- 1895** US backing for revolt in Cuba against Spanish rule.
- 1896** Republican triumph in elections.
- 1898** Outbreak of Spanish-American War. US occupation of the Philippines.
- 1900** American intervention in China and start of 'Open Door' policy. Re-election of President McKinley.
- 1901** Assassination of President McKinley. Theodore Roosevelt becomes president. Platt Amendment passed to prevent foreign interference in Cuba.
- 1903** Secession of Panama from Colombia enables US control of the Panama Canal.
- 1904** Roosevelt Corollary set out by Theodore Roosevelt.
- 1905** American mediation of peace between Russia and Japan. Formation of the IWW.
- 1908** Victory of William H. Taft in presidential election.
- 1909** Launch of Taft's 'Dollar Diplomacy' in foreign policy.
- 1912** 'Bull Moose' Progressive party launched by Theodore Roosevelt. Victory of Woodrow Wilson in presidential election.
- 1914** Temporary occupation of Vera Cruz in Mexico by US forces. Outbreak of First World War in Europe.
- 1915** Sinking of the *Lusitania* by German U boat.
- 1917** US entry into the First World War. Bolshevik revolution in Russia.
- 1918** Large-scale involvement of US troops on Western Front. Defeat of Germany. Sedition Act passed.
- 1919** The 'Red Scare' and the Palmer raids. Boston police strike. Treaty of Versailles signed. Volstead Act begins the era of Prohibition.
- 1920** End of the peace conference in Paris. Warren Harding elected president. Arrest of Sacco and Vanzetti. Race riots in Washington and Chicago.
- 1922** Washington naval treaty.
- 1923** Teapot Dome scandal. Death of President Harding.

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- 1924** Re-election of President Coolidge. Immigration to USA limited by Quota Act.
- 1925** 'Monkey Trial' in Dayton Tennessee.
- 1927** Execution of Sacco and Vanzetti. Lindbergh's solo flight over the Atlantic.
- 1928** Herbert Hoover elected president.
- 1929** Wall Street Crash.
- 1931** Onset of Great Depression. Arrest and imprisonment of Al Capone.
- 1932** Election of Franklin Roosevelt as president.
- 1933** Roosevelt's 'Hundred Days' and launch of New Deal. Volstead Act repealed.
- 1935** Launch of 'Second New Deal'. Assassination of Governor Huey Long. Neutrality Act passed. 'Black Sunday' dust blizzards in the Midwest.
- 1936** Re-election of Roosevelt.
- 1937** Start of 'Roosevelt Recession'. Japanese invasion of Manchuria.
- 1938** End of New Deal legislation.
- 1940** Lend-Lease agreement with Britain. FDR re-elected for third term.
- 1941** US entry into Second World War after Japanese attack at Pearl Harbor.
- 1942** Withdrawal of US forces from Philippines and Guam. Battle of Midway.
- 1943** Massive increases in wartime production. Summit conference at Tehran.
- 1944** D-Day landings in Normandy and liberation of France.
- 1945** Summit conference at Yalta. Death of FDR – Harry Truman president. Liberation of Manila by US forces. End of Second World War in Europe. Atomic weapons used against Japan. End of the Second World War.

## Teaching Activities

1. For each of the five issues in the table below, note down the attitudes and policies of the various presidents who had to deal with them.

	The power of big business	Social reform movements	Civil rights for African Americans	Isolationism in America	US relations with Latin America
Theodore Roosevelt					
Woodrow Wilson					
Warren Harding					
Herbert Hoover					
Franklin Roosevelt					

2. Consider the foreign policies of US presidents between 1915 and 1945. For each policy, assess first the motives behind them (How much was it about imperialism? How much was it about protecting US interests?) and then evaluate the extent to which each policy was successful in achieving its objectives.

## Additional Sample Questions

- (a) Explain why the Republican Party was victorious in the elections of 1896. **[12 marks]**
- (b) How important was the impact of mass immigration into the US for the expansion of the American economy in the years 1890 to 1920? **[24 marks]**

## Weblinks

[www.spartacus.schoolnet.co.uk/USA.htm](http://www.spartacus.schoolnet.co.uk/USA.htm)

[www.digitalhistory.uh.edu/](http://www.digitalhistory.uh.edu/)

[www.smplanet.com/imperialism/toc.html](http://www.smplanet.com/imperialism/toc.html)