

History

Answers and commentaries

GCSE (8145)

1AD America, 1920-1973: Opportunity and inequality

Marked answers from students for questions from the June 2022 exams. Supporting commentary is provided to help you understand how marks are awarded and how students can improve performance.

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Answers and Commentaries

Please note that these responses have been reproduced exactly as they were written by the student.

This resource is to be used alongside the GCSE History 1AD America, 1920 – 1973: Opportunity and inequality June 2022 Question paper and inserts.

Question 1

Read **Interpretation A** and **B** in the Interpretations Booklet.

How does **Interpretation B** differ from **Interpretation A** about popular culture, including Rock and Roll, in post-war America?

Explain your answer based on what it says in **Interpretations A** and **B**.

[4 marks]

Mark scheme

Target	Analyse individual interpretations (AO4a) Analyse how interpretations of a key feature of a period differ (AO4b)	
Level 2:	Developed analysis of interpretations to explain differences base on their content	3–4
	Students may progress from a simple analysis of interpretations with extended reasoning to explain the differences.	
	For example, Interpretation B says that only a few teenagers were affected by Rock and Roll and that most people hated it. Whereas Interpretation A says that it influenced the whole country in terms of consumerism and social attitudes throughout an entire decade.	
Level 1:	Simple analysis of interpretation(s) to identify differences based on their content	1–2
	Students are likely to identify relevant features in each interpretation(s).	
	For example, Interpretation B says Rock and Roll was a bad influence whereas Interpretation A says that Rock and Roll was a good thing that brought joy.	
	Students either submit no evidence or fail to address the question	0

Student responses

Response A

Interpretation A has a positive view on Rock and Roll. For example, it says “it challenged outdated ideas” this shows Rock and Roll in a positive light.

However, Interpretation B is the opposite. It has a negative opinion on Rock and Roll. For example, it says this dreadful music created negative and destructive reactions. This shows negativity about Rock and Roll.

This is a Level 1 response

This simple response identifies relevant differences using the content of both interpretations. There is an attempt to explain a difference by characterising them as broadly positive and negative, but this is not fully developed. It therefore remains at Level 1.

Response B

Interpretation A has a clearly positive view of popular culture, as it shows it to be a force that enlightened Americans and provided a sense of unity. This is shown in the quote “it challenged outdated views about sex and racial mixing.”

Interpretation B however shows that popular culture was a corrupting influence for the youth in the post-war generation. This is shown in the quote “this dreadful music created negative and destructive reactions of some very young people.”

This is a Level 2 response

This developed response uses both interpretations to explain difference about the impact of popular culture (‘enlightened Americans’ in A vs ‘corrupted influence’ in B). It is therefore credited at Level 2, at the higher mark in the level.

Question 2

Why might the authors of **Interpretation A** and **B** have a different interpretation about popular culture, including Rock and Roll, in a post-war America?

Explain your answer using **Interpretations A** and **B** and your contextual knowledge.

[4 marks]

Mark scheme

Target **Analyse individual interpretations (AO4a) Analyse why interpretations differ (AO4c)**

Level 2: **Developed answer analyses provenance of interpretation to explain reasons for differences** **3–4**

Students may progress from identification to explanation of the reasons for the differences in the interpretations supported by factual knowledge and understanding related to, for example, differences in provenance, context of their time of writing, place, previous experience, knowledge, beliefs, circumstances, and access to information, purpose and audience.

For example, Interpretation A is written by someone who has made a career out of new styles of music being created so he clearly welcomes new fashions in popular culture. Whereas, Sinatra lost his fame and popularity when the new style of music became fashionable. The development of Rock and Roll caused him to suffer financially and professionally.

Level 1: **Simple answer analyses provenance to identify reasons for difference(s)** **1–2**

Students are likely to identify relevant reasons for the differences in each interpretation(s). Related to, for example, differences in provenance, context of their time of writing, place, previous experience, knowledge, beliefs, circumstances, access to information, purpose and audience.

For example, Interpretation A is written by someone who enjoyed Rock and Roll music as a young person whereas Interpretation B is written by someone who was an older adult during the 1950s.

Students either submit no evidence or fail to address the question 0

Student responses

Response A

Interpretation A was written in 1999 where as Interpretation B was a interview in the late 1950s. So there views could be different. Another reason why their views could be differ is because in interpretation A it is written based on a teenager and it does say that teenagers loved where as in interpretation B Is written by adult . finally interpretation B lost his recording contract to rock n roll so it makes sense why he gave that interpretation.

This is a Level 1 response

This simple response identifies relevant reasons for difference based on the provenance of both interpretations. These required further contextual knowledge and understanding. It is credited at Level 1

Response B

The author of Interpretation A was a teenager during the rise of Rock and Roll. As this form of music appealed to the youth, Ventura had a positive recollection of this style of music. He talks about how this music was for young people and only them. He fits in this demographic. So when he passionately talks about Rock and Roll and it's affect on the youth he is referring to his own experience.

Sinatra on the other hand, was a famous singer known for his classical rythms and slower melodies. He was an award-winning singer in the 40's. Yet his view on the Rock and Roll is adapted in the 50's. This may be due to the fact that he lost his recording contract, as more young people wanted to listen to Rock and Roll.

Overall, their opinions differ as Ventura was a teenager in the age of Rock and Roll and the music appealed to him while Sinatra lost his contract and was due to Rock and Roll.

This is a Level 2 response

This response shows developed evaluation of Interpretation A and simple evaluation of Interpretation B. It shows extended reasoning in examining the background and experiences of the author of A. It is therefore credited at Level 2, though at the lower mark in the level.

Question 3

Which interpretation gives the more convincing opinion about popular culture, including Rock and Roll, in post-war America?

Explain your answer based on your contextual knowledge and what it says in **Interpretations A and B**

[8 marks]

Mark scheme

Target	Analyse individual interpretations (AO4a) Evaluate interpretations and make substantiated judgements in the context of historical events studied (AO4d)	
Level 4:	Complex evaluation of interpretations with sustained judgement based on contextual knowledge/understanding	7–8

Extends Level 3.

Students may progress from a developed evaluation of interpretations by analysis of the relationship between the interpretations supported by factual knowledge and understanding.

For example, the interpretations reflect the different attitudes of the age groups affected by post war popular culture. The teenagers were attracted to the excitement associated with the rebelliousness of the new culture symbolised by film stars such as James Dean. But some of the older generation, such as Sinatra in Interpretation B, were shocked by the attitudes of teenagers and blamed Rock and Roll for encouraging lawlessness.

Level 3: Developed evaluation of both interpretations based on contextual knowledge/understanding 5–6

Extends Level 2.

Answers may assert one interpretation is more/less convincing. Students may progress from a simple evaluation of the interpretations by extended reasoning supported by factual knowledge and understanding.

For example, Interpretation A is convincing because teenagers were a large part of the consumerism in post war popular culture. They had huge spending power which they used on music, cars and alcohol. They were the first generation of young people in America that did not have to get jobs to support their parents and Rock and Roll helped to create a new identity for their age group. Interpretation B is not convincing when it says everyone was horrified by Rock and Roll because businesses were happy to target new products at the new consumer group of ‘teenagers’.

Level 2: Simple evaluation of one interpretation based on contextual knowledge/understanding 3–4

There may be undeveloped comment about the other interpretation.

Students may progress from a basic analysis of interpretations to simple evaluation, supported with factual knowledge and understanding.

For example, Interpretation A is convincing. Teenagers liked Rock and Roll because it was easy to dance to. Listening to Rock and Roll seemed daring to teenagers because the songs had sexual references which was very different from the types of music their parents listened to.

Level 1: Basic analysis of interpretation(s) based on contextual knowledge/understanding 1–2

Answers show understanding/support for one/both interpretation(s), but the case is made by assertion/recognition of agreement.

For example, Interpretation B is not convincing because it was not just a few teenagers that listened to Rock and Roll. Singers such as Elvis Presley sold millions of albums.

Students either submit no evidence or fail to address the question 0

Student responses

Response A

In my opinion Interpretation A gives a more convincing opinion about popular culture in America. This is shown because it tells the readers how and why the Rock and Roll music influences teenages in the 1980's. This is shown by it gave them joy and freedom, challenged outdated ideas about sex and racial mixing in American society. These quotes from the Interpretation A article convinces the readers that Rock and Roll is what changed America leading to different clothes styles, hairstyles and more new music overtime, for different generations.

But interpretation B in my opinion does not give a convincing opinion of popular culture. This is because it comes from a popular singer who obviously will be angry about losing record deals, fans and money, giving her a negative opinion of the music , and calling it a brutal and 'ugly form of expression'. Whilst the author of the Interpretation B might know more about music but the author of the Interpretation A is a teen who is living in a dream away from parents and with friends. He is experiencing the music and America's society.

This is a Level 2 response

The response addresses both evaluations, showing simple evaluation of Interpretation A with some knowledge. The treatment of Interpretation B is almost entirely based on provenance, which does not add to the response. As such, the response is credited at level 2, at the lower mark in the level.

Response B

Firstly, interpretation A is the more convincing opinion about popular culture. This is because of the Baby Boom after WWII there were a lot of children. Furthermore, the American Dream was a common theme in America since more middle class people were living in the suburbs. Since there was prosperity after the war, since there was land lease and a limitless supply of jobs during the war children had money to spend. This gave teenagers the culture of teenagers where they defied their parents and were different to their parents.

Additionally, the teenagers had an interest in Rock and Roll as it says in the source and it gave them “joy and freedom”! since they loved artists like Elvis Presley. Also source A says that adults saw Rock n Roll as “a threat”. This is true to an extent because adults frowned upon the idea of Rock and Roll and had outdated ideas about racism which were challenged by Rock and Roll which they disliked. Additionally Source A says that Rock and Roll “challenged outdated ideas” which is true because the songs included lyrics about these themes which influenced younger people to support them.

In conclusion Source A is more convincing than Source B because Source A gives the view of both adults and teenagers but source B is a subjective view because it gives the view of the older generation and called the younger generation “few impressionable teenagers”.

This is a Level 3 response

The response addresses both interpretations, though there is more focus on interpretation A. The evaluation of A is developed, as supporting contextual knowledge and understanding is used to corroborate the interpretation. B is clearly understood, and there is some contextual knowledge included in the response that is linked to it, though evaluation is implicit. Overall, a slightly unbalanced response that is credited at Level 3.

Response C

Interpretation A is convincing as it exposes the teenage reaction to the Rock and Roll movement, despite being written in 1999. Interpretation A favours Rock and Roll artists, like Elvis Presley, and shows how teenagers thought the Rock and Roll movement to be the sledge hammer which brakes the restriction put into society by the older generation. Alongside the rise in Rock and Roll culture saw the rise of dancing the line (a quick paced dance) and new moves like the 'mash potato'. 80% of teenagers approved of the Rock and Roll culture.

On the other hand, Interpretation B is convincing as it illuminates the opinion of the adults in regards to the Rock and Roll movement. The war had brought misery to people's lives and the war meant society could be reshaped, the Rock and Roll movement encouraged this change. Singers like Frank Sinatra, saw a decline in popularity by over 25%. Adults feared this new generation, so much so that Elvis Presley was only allowed to be filmed from the waist up as his hip movements were viewed as 'suggestive'.

Over, the 1950's saw a changed in popular culture with the tastes of the every growing number of teenagers leading the way. Adults didn't favour the suggestive and intimate attributes the younger generation had. This means that both interpretations are convincing as both actively demonstrate the different views on Rock and Roll at the time.

This is a Level 4 response

This complex response shows developed evaluation of both interpretations using contextual knowledge and understanding. A substantiated judgement is signposted within the response and further substantiated in the final lines, showing complex evaluation. As a result, the response is credited at Level 4, at the higher mark in the level.

Question 4

Describe two problems faced by people in America during the Depression.

[4 marks]

Mark scheme

Target	Demonstrate knowledge of the key features and characteristics of the periods studied (AO1a) Demonstrate understanding of the key features and characteristics of the periods studied. (AO1b)	
Level 2:	Answers demonstrate knowledge and understanding	3–4
	<p>Students may progress from a simple demonstration of knowledge about the issues identified with extended reasoning supported by understanding of, for example, the ways in which events were problematic.</p> <p>These might include, one problem was that the farming industry failed. Large areas of farmland had become a dust bowl which was impossible to farm. Bank loans for equipment caused financial pressure on farmers.</p> <p>Another problem was that the government did not provide any effective help. Without a job, people could not pay their mortgages and were evicted from their homes.</p>	
Level 1:	Answers demonstrate knowledge	1–2
	<p>Students demonstrate relevant knowledge about the issue(s) identified which might be related to, for example, millions of people lost their jobs because businesses closed down.</p>	
	Students either submit no evidence or fail to address the question	0

Student responses

Response A

One problem faced by people during the depression was the fact that unemployment rose to 25%

Another problem was the fact homelessness increased drastically which would mean poverty increases as well.

This is a Level 1 response

This response identifies knowledge of two problems faced by people in America during the Depression (unemployment and homelessness). It is credited at Level 1.

Response B

One problem faced by Americans during the Depression was lack of food. Many poorer Americans had to wait in a breadline for hours everyday to get food, This was because famers were no longer able to sustain their business due to the Wall Street Crash and many farms were shut down thus impacting the foo market severely.

Another problem faced by the Americans during the Depression was housing costs. Many Americans could no longer afford to buy and pay rent on their houses leading to a larger percentage of homelessness. Small shantytowns began to emerge that were branded as Hooverilles as a way to express their dislike to the then president of the USA, Herbert Hoover, as people felt he was not doing enough to help people.

This is a Level 2 response

The response identifies two problems, expanding on them with supporting examples. It therefore shows knowledge and understanding, and is credited at Level 2.

Question 5

In what ways were the lives of American people affected by feminist movements in the 1960s and early 1970s?

Explain your answer.

[8 marks]

Mark scheme

Target Explain and analyse historical events and periods studied using second-order concepts (AO2:4)
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)

Level 4: Complex explanation of changes 7-8
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Extends Level 3.

Students may progress from a developed explanation of changes by explanation of the complexities of change arising from differences such as time, group, social and/or economic impact, supported by knowledge and understanding.

For example, people's lives were affected in different ways. Whilst the feminist movements increased opportunities by law in terms of education and reproductive rights, in practice the new laws did not guarantee more equality for all American women. The average rate of pay for women remained lower than for men.

Level 3: Developed explanation of changes 5-6
Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question

Extends Level 2.

Students may progress from a simple explanation by developed reasoning considering **two or more** of the identified changes, supporting them by factual knowledge and understanding.

In addition to a Level 2 response, students make additional developed point(s). For example, women gained more rights when the campaign to legalise abortion was won via the 'Roe v Wade case'. The Supreme Court ruled that women had the right to a safe, legal abortion. This was supported by Betty Friedan and the National Organisation for Women (NOW) which campaigned for sexual equality in US law.

For example, the lives of some women were affected by the 'Stop ERA' campaign. They were successful because the proposed Equal Rights Amendment (ERA) to the constitution was not ratified. The ERA would have granted full gender equality rights but the 'Stop ERA' campaign argued it would be damaging to society and women's rights because they could, for example, be drafted into combat as men were.

Level 2: Simple explanation of change 3-4
Answer demonstrates specific knowledge and understanding that is relevant to the question

Students may progress from a basic explanation of change by using simple reasoning and supporting it with factual knowledge and understanding which might be related, for example, to **one** of the identified changes.

For example, the campaign group called 'Women's Lib' used extreme demonstration tactics such as disrupting the Miss World beauty contest and burning bras because these things represented the way women were objectified and controlled by men.

Level 1: Basic explanation of change(s) 1-2
Answer demonstrates basic knowledge and understanding that is relevant to the question

Students identify change(s), which are relevant to the question. Explanation at this level is likely to be implicit or by assertion.

For example, the law was changed by the Equal Pay Act to ensure that men and women received equal pay for doing the same job.

Students either submit no evidence or fail to address the question 0

Student responses

Response A

During the 1960s and 1970s the feminist movement had impacted many people's lives as it created a new sense of freedom for women. Many major laws were passed as a result of the movement such as, the equal pay act, the equal rights act and the right to an abortion. These three major acts had inspired many across America to protest for their liberation that they deserve. The everlasting impact the feminist movement had on America influenced many. By providing other with the opportunity to fight for their freedom and rights the feminist movement of the 1960s and 70s created detrimental change to the views of major parts of society at the time.

This is a Level 2 response

This response demonstrates developed explanation of one change, explaining that the feminist movements led to a 'new sense of freedom'. As only one change is identified and explained, the response can not move beyond Level 2. It is credited at the higher mark in the level.

Response B

The lives of the American people were affected socially by the feminist movements because in 1972 contraception was first made available to unmarried couple in America which meant that people were able to experience more freedom and also, sex outside of marriage became more common. Also, the National Organisation for Women (NOW) was founded in 1966 by Betty Friedman, which supported women and called for change in American society on how women were treated, it asked for an end to sexual discrimination, which affected Americans because women would have been able to get jobs that were previously restricted to men.

Americans were also affected economically by the feminist movement, because of the Equal Pay Act in the 1960s, which meant that theoretically men and women should be paid the same, this would have meant that families would have more and more money to spend which would cause the economy to grow. Also women were allowed.

This is a Level 3 response

The response addresses more than one change. The first paragraph on sexual liberation is stronger, showing developed explanation supported with contextual knowledge and understanding. Despite the fact that the second paragraph on economic change is weaker, the response is credited at Level 3.

Response C

Feminist movements undoubtedly benefited the lives of the American people in social ways. For example, Roe vs Wade legalised abortion and allowed married couples access to contraception. As a result, women were allowed more freedom than in previous generations, and this may have caused sex to become more common. This is a significant effort of the feminist movements as in previous generations, sex was viewed as a taboo subject. Furthermore, protests become more common due to the feminist movements, such as “Take back the Night” protests. Due to this, there may have been an increased dichotomy between men and women in society, through men being thought of as an oppressor. The feminist movement had clearly positive social impact on women, as they increased their freedom, so it became more socially acceptable for women to be independent and not rely on a male counterpart.

Feminist movements also had economic impacts of lives during the 1960s and 70s. For example the NOW Bill of Rights demanded equal pay for both men and woman, and as a result, woman may have had more disposable income that had been previously available. Although was were not paid equally, it is likely that some employers were influenced to increase pay for women, which is a clear economic improvement from the 1960s, where women were paid 65% of men’s wages. In addition, the feminist movement may have economically benefited America as a whole. This is because an increased number of women were joining the workforce, which meant that there was an increase in the number of factory workers, so goods could be mass-produced and therefore be cheaper for all in America. It meant that more people were earning wages that could then be spent on consumer goods, there stimulating the cycle of prosperity during the 1960s and 70s.

This is a Level 4 response

The response shows complex explanation of changes, locating the impacts of the feminist movements in broad historical contexts. For example, in the first paragraph it explores the impact of social changes arising from the feminist movements on the relationships between men and women. The second paragraph goes on to show a complex appreciation of how the economic impact on women in turn influenced the broader economic development of America, linking to mass-production and consumerism. This is credited at Level 4, at the top mark in the level.

Question 6

Which of the following had more impact on American society in the 1920s:

- Prohibition
- Immigration?

Explain your answer with reference to both bullet points.

[12 marks]

Mark scheme

**Target Explain and analyse historical events and periods studied using second-order concepts (AO2:6)
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:6)**

Examiners are reminded that AO1 and AO2 are regarded as interdependent and when deciding on a level should be considered together. When establishing a mark within a level, examiners should reward three marks for strong performance in both assessment objectives; two marks may be achieved by strong performance in either AO1 or AO2 and one mark should be rewarded for weak performance within the level in both assessment objectives.

Level 4: Complex explanation of both bullets leading to a sustained judgement Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question 10–12

Extends Level 3

Students may progress from a developed explanation of causation by complex explanation of the relationship between causes supported by factual knowledge and understanding and arriving at a sustained judgement.

For example, prohibition had more impact because this affected every social group in society in some way. Furthermore, the impact of police corruption and organised crime was a real threat to the security of all citizens. Whereas, the fear generated by the 'Red Scare' and the imagined threat of communism posed by immigrants was unfounded and never materialised. There was never an attempted revolution.

Level 3: Developed explanation of both bullets Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question 7–9

Extends Level 2.

Students may progress from a simple explanation of causation with extended reasoning supported by developed factual knowledge and understanding.

For example, one impact of prohibition was that gangsters such as Al Capone gained more influence in society. They were able to make millions of dollars by supplying smuggled alcohol because they bribed law enforcers to turn a blind eye to their activities. Organised crime also made them wealthy because they forced business owners to pay protection money to avoid having their shops vandalised.

For example, immigration in the 1920s had an impact on society because it created fear and division. The immigrants that arrived from Central and Eastern Europe were suspected of bringing communist ideas. This led to a fear of a revolution happening in America and was known as a 'Red Scare'. There was a lot of prejudice against immigrants and during the 'Palmer Raids', thousands of suspected communists were arrested but there was no evidence of any plans to launch terror attacks.

Level 2: Simple explanation of bullet(s) 4-6
Answer demonstrates specific knowledge and understanding that is relevant to the question

Students may progress from a basic explanation of causation by using simple reasoning and supporting it with factual knowledge and understanding.

For example, people made their own alcohol which was called moonshine; this was so strong that it poisoned people and alcohol related deaths increased during prohibition. There were not enough agents to enforce the law or prevent smuggling.

Level 1: Basic explanation of bullet(s) 1-3
Answer demonstrates basic knowledge and understanding that is relevant to the question

Students recognise and provide a basic explanation of one/both bullet points.

For example, alcohol was made illegal; people went to secret bars that were called Speakeasies. Immigrants in the 1920s faced prejudice; they were paid extremely low wages and accused of stealing jobs from other Americans.

Students either submit no evidence or fail to address the question 0

Student responses

Response A

In the 1923 the USA had introduced prohibition the law which prohibited people from consuming and selling anything with more than 0.5% alcohol. The did this to stop crimes and poverty.

However during the prohibition people went to saloons to drink moonshine and did bootlegging. This brought a rise to gangerism as they said the illegal moonshine. People of the law were bribed and threatened to ignore what was happening.

Also in the 1920s many immigrants rushed to America (melting pot) to live there and escape the poblems with they're own countries America was portrayed as the land of opportunity. However when the immigrants they were not met with the golden world often immigrants were homeless or had to live in overcrowded apartments. Often they were met with racism and abuse

This is a Level 2 response

The response addresses both bullet points, showing simple explanation of the impact of prohibition. The final paragraph on immigration is weaker. It remains at Level 2, at a mid-point in the level.

Response B

Prohibition had a large impact on American society, it meant alcohol was illegal. The Volstead Act turned ordinary people into criminals. Prohibition also led to an increase in gangsterism, with gangs, such as Al Capone's. These gangs were involved with illegal activities such as bootlegging. Rival gangs also fought, an example would be the St. Valentines Day massacre this caused many people to live in fear. Prohibition also caused the evolution of speakeasies, which were illegal, underground bars. These saw a huge rise in popularity, pre-prohibition 3,000 in New York, end of prohibition 15,000. No one wanted to enforce it, so this led to an increase in corruption as people in power accepted bribes – known as backhanders.

Immigration also had a large impact on American society. The growing fear of communism in the 20s meant people targeted immigrants. An example would be the case of Sacco and Vanzetti. 2 Italian communists sentenced to death for a crime they were proved innocent of all because they were communist and immigrants.

The fear of immigrants also led to 3 Quota Acts. These 3 Quota Acts in the 20's restricted the number of immigrants allowed into the country. The Acts saw the introduction of the 3% and 2% rule and also the banning of Asian immigrants.

These quotas favoured WASP's (White Anglo-Saxon Protestant) this led to an increase in racism due to lack of diversity in America

In conclusion, I believe Prohibition had a greater impact on American society, because crime rate grew astronomically and it affected everyone. Immigration did impact society as it caused a fear of communism and paranoia, however not to the same as prohibition.

This is a Level 3 response

The response addresses both bullet points, with both explained in a developed way as the issue in the question (impact on American society in the 1920s) is directly addressed and substantiated. A judgement is attempted which is more summary in nature. The response is therefore credited at Level 3, at the top mark in the level.

Response C

Prohibition understandably had a significant impact on American society in the 1920s, in both positives and negative ways. For example, death rates from alcohol dropped 42% in 10 year, and deaths from liver cirrosis dropped by 70% during the prohibition era. As a result, there were social benefits regarding prohibition, as it meant that certain illnesses were less common, and people may be more able to work and earn disposable income. Due to this, prohibition may have been a contributing factor towards the rapidly increasing workforce of the 1920s economic boom. However, the impact of the prohibition was limited, as it was never widely supported and millions wanted to drink by 1925, there were more illegal speakeasies than there had been legal bars in 1919. This along with other factors, such as the fact that 1 in 12 prohibition agents were corrupt, meant that vast numbers of people were still able to drink, and that there was very little fear regarding the consumption of alcohol. Therefore, the social impacts of prohibition on US society was limited. It could be argued that prohibition had negative impacts on American society as it meant that gangsters such as Al Capone had a source of income during the 1920s, which come from selling alcohol to illegal bars.

On the other hand, immigration also had a significant factor on American society due to the vast number of immigrants come from Britain and 4.4 million from Germany. Many of these immigrants found work in factories, such as Ford River Rouge where 70% of employers had immigrant backgrounds. As a result, immigration meant that goods could be mass produced as unskilled immigrants could work in assembly lines which helped reduce costs of products and contribute to the economic boom of the 1920s. It meant that greated proportion of people were coming on income that would be spend on consumer goods which then helps and increasing demand in factorie thus stimulation the cycle of prosperity. Immigration also had predominantly negative social impact on 1920s American society. Many contemporary Americans believed in the 'Melting Pot' theory where immigrants would forget their cultures and become American. However, since many immigrants were proud of their culture, there was increased tension between them and white Americans who didn't want them in their country. Due to this immigration was a key factor behind the Red Scare, which caused fear and suspicions to be prevalent in American society. Over 60,000 files were kept on suspects during the Red Scare, which means that people throughout all areas of society were strong fearful of communist and Anarchist interference.

Overall, both aspects can be argued to be equally impactful on American society, due to the vast number of people who were impacted. Due to the desire to drink prohibition turned millions of people nationwide into law breakers, while immigration caused a similar amount of people to be impacted by the supposed threat to the American society that was posed by immigrants.

This is a Level 4 response

The response shows a complex explanation of both bullet points with sustained judgement throughout which is reinforced and supported in the conclusion. It is credited at Level 4, at the top mark in the level.

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