



**General Certificate of Education
January 2013**

AS History 1041

HIS1M

Unit 1M

USA, 1890–1945

Final

Mark Scheme

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

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 to download from the AQA Website: www.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.

CRITERIA FOR MARKING GCE HISTORY:**AS EXAMINATION PAPERS****General Guidance for Examiners (to accompany Level Descriptors)**

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

January 2013

GCE AS History Unit 1: Change and Consolidation

HIS1M: USA, 1890–1945

Question 1

01 Explain why the USA went to war against Spain in 1898. (12 marks)

Target: AO1(a), AO1(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

L1: Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**

L2: Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

L3: Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

L4: Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

The main focus of this question is on the causes of the Spanish-American War in 1898 – some very effective answers may be based entirely on issues relating to 1898 and the outbreak of war, such as:

- the explosion that destroyed the *USS Maine* in Havana harbour
- the pressures on the US government from the Hearst-inspired press campaigns
- the decisions taken by President McKinley and his advisers.

It is also possible to argue that there were key long-term causes:

- US influence was already strong in Cuba and the US had encouraged anti-Spanish rebels like Jose Marti
- since 1890, US foreign policy had been moving in a more imperialist and expansionist direction; the US had designs on Spanish naval bases in Hawaii and the Philippines and so they engineered a war against Spain to enable this.

Answers at the higher levels will develop links between the factors and/or may prioritise their relative importance. There may be linkage between the short-term and the long-term factors.

Question 1

- 02** How important was Theodore Roosevelt in influencing US foreign policy in the years 1900 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.

Students might focus most of their answer on arguments about Roosevelt's importance in shaping policy; alternatively they might balance a briefer assessment of TR's importance against a range of other factors and influences. Between 1890 and 1900, US foreign policy had moved away from isolationism towards expansionism, influenced by the ideas of Alfred Thayer Mahan (who had strong personal links to TR); Roosevelt was vice-president to McKinley and succeeded to the presidency in 1901 after McKinley was assassinated. Between then and 1920

the US steadily grew toward world power status, culminating in US involvement in the First World War and US dominance of the post-war peace.

Points which suggest Theodore Roosevelt was important might include:

- from 1897, TR was Assistant Secretary to the Navy and did much to promote the ideas of AT Mahan
- TR was vice-president to McKinley from his re-election in 1900 to 1901 and was a keen promoter of the 'Open Door' policy, as well as naval expansion in the Pacific
- as President, TR pursued an expansionist foreign policy, especially in relation to the 'Roosevelt Corollary' and the Panama/Colombia issue. He also acted as mediator in the peace negotiations to settle the Russo-Japanese War at Portsmouth NH in 1905
- after leaving the presidency, TR remained influential in foreign affairs. He had virtually nominated WH Taft as his successor and had a lot of influence on Republican policies, such as 'Dollar Diplomacy' until 1912. Even after that, Roosevelt was an influential voice opposing Woodrow Wilson's policies – TR strongly supported US alignment with the Allies and called for an American volunteer division to fight on the Allied side
- TR died in 1919 but his political ally, Henry Cabot Lodge, continued to represent his views against US isolationism.

Points which suggest other factors were important might include:

- after 1890, there was a general drift towards imperialism by all the Great Powers – it was inevitable the USA would join in (e.g. intervention in China in 1900)
- the expansion of trade and industry in the US led directly to a more interventionist foreign policy – especially the desire to control overseas markets
- Roosevelt's influence was important up to 1908 but after that he was on the margins and Taft and Wilson shaped policies down to 1920
- Roosevelt's views were controversial and did not always get mass support. The isolationist viewpoint remained very powerful in American politics
- the impact of the First World War.

Question 2

- 03** Explain why Congress passed laws to limit the numbers of immigrants to the USA in the early 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.

The first-ever numerical restrictions on immigration to the US were passed in 1921 with the Emergency Quota Act. These measures were strengthened by the National Origins Quota Act of 1924, limiting the numbers of immigrants from any one country to 2% of the numbers at the 1890 census. The focus of the question is on explaining the reasons why Congress passed them. The range of reasons offered will mostly be focused on the early 1920s but long-term factors from before 1918 could also be relevant.

Longer-term reasons might include:

- the widespread desire to limit Chinese and Japanese immigration before 1914
- the 1907 Dillingham Commission Report, recommending limits on immigration to avoid social problems
- pressure on the government from the big trade unions like the AFL, demanding limits on the inflow of cheap immigrant labour.

Short-term reasons from 1917 might include:

- growing anti-foreigner feeling reflected in the Literacy Act of 1917 and the Sedition Act of 1918 (and in the 'Red Scare' of 1919)
- fears aroused by the relatively high numbers of immigrants arriving in 1920 and 1921
- the new mood of American politics after the election of Warren G Harding to the presidency in 1921 – his emphasis on 'normalcy' reinforced the anti-immigrant views of the restrictionists.

Answers at the higher levels will not merely provide a list of appropriate reasons but will offer links, differentiation or comment on higher and lower priorities – for example seeing the issue of national security as a dominant influence; or showing how long-term and short-term factors were interrelated.

Question 2

- 04** How successful were US governments in dealing with organised crime in the years 1919 to 1940? (24 marks)

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

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students should make a judgement of the degree of success and failure of government policies to deal with organised crime. 'Government' can be taken to include any and all authorities at federal, state or city level. Answers should be balanced and direct. It is likely, for example, that many answers will cover prohibition in some depth – this is permissible but other factors should be addressed, if more briefly. There may also be answers based on extensive coverage of what

the *problems* of organised crime were but the key requirement of the question is assessment of how well the authorities coped with these problems.

Evidence suggesting government policies were successful might include:

- Al Capone was arrested and imprisoned for tax evasion in 1931
- the FBI was reorganised under the leadership of J Edgar Hoover and became an effective crime-fighting force
- Franklin Roosevelt's New Deal policies helped to reduce crime levels after 1933.

Evidence that they were not successful might include:

- prohibition was widely ignored by 'decent society' as well as by organised crime – the repeal of the Volstead Act was a confession of failure
- organised crime was already very strong in the US before 1919 and deeply rooted in immigrant communities such as Irish and Italians – gang warfare was virtually out of control in the 1920s
- many police and local officials were corrupt. Organised crime could always rely on bribery and tip-offs to get round the attempts of politicians to suppress crime. People like Eliot Ness and J Edgar Hoover were the exception, not the rule
- the glamorization of criminals in the entertainment media, especially Hollywood films, showed how organised crime was virtually accepted as a fixture in American society
- the foundations of organised crime were already laid. Organised crime had diversified after the end of Prohibition. It continued to do so up to 1940 and beyond.

Question 3

- 05** Explain why President Franklin Roosevelt launched his 'Second New Deal' in 1935.
(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.

FDR launched his 'Second New Deal' in June 1935. Key measures included the Banking Act, the Wagner Act and the establishment of the WPA. This question is focused on the reasons why the New Deal entered a second phase from 1935. Factors might include:

- the first New Deal had raised hopes from both the political Left and the Right. The Second New Deal had to have a different focus. This was to be social and economic reform rather than mainly recovery
- there was little in the first New Deal that directly helped 'ordinary' people beyond developing jobs. The Second New Deal aimed at practical reforms developing rights and security for the masses
- FDR needed to revive the momentum the New Deal had started. Employment was rising by 1935 and the interests of the workers now became significant
- FDR wanted another term in office. His social and economic reforms in 1935 were timely from a political point of view

- the first New Deal had revealed rural poverty. It was also clear that violence and intimidation against trade union members was common. The Second New Deal aimed to address these problems.

To achieve the higher levels, answers should make links and connections. They may consider the gaps in the first New Deal and explain how the Second New Deal addressed these.

Question 3

- 06** How successful were US government policies in promoting economic recovery in the years 1936 to 1941? (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**
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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.

Students should be able to make a judgement about the degree of economic recovery by 1941. Effective answers will balance successes and failures in economic policy but will show understanding of how far recovery had been achieved by 1941.

Evidence that there was economic recovery might include:

- unemployment went down every year of the New Deal except 1938
- rural areas got a lot of government support in the 1930s
- by 1941 there was a lot more optimism and business confidence
- the fact FDR was re-elected for a third term in 1940 showed how successful his policies had been
- the American economy was strong enough to rise to the massive challenges of the Second World War.

Evidence that there was only limited economic recovery might include:

- the New Deal did not achieve real recovery – it was the effects of gearing up for war that galvanised the economy. Unemployment stayed high until the war economy got going
- many New Deal policies were dropped after a short time because they were ineffective or had short-lived benefits
- the ‘Roosevelt Recession’ of 1938 showed serious weaknesses in the economy
- the situation in agricultural areas remained very depressed.

One feature of good answers may be the ability to differentiate and to see change over time, perhaps arguing that Roosevelt had a vital effect in the beginning but ran into trouble later; or that the massive expansion of the US economy between 1941 and 1945 showed its enormous underlying strengths. Students may emphasise the importance of the outbreak of the Second World War in 1939 and develop this as a distinct ‘other factor’ in addition to the New Deal.

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