



General Certificate of Education

AS History 1041

Unit 1: HIS1M

USA, 1890–1945

Mark Scheme

2010 examination – January series

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 candidates' 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 candidates' 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 candidates' 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 candidates. 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 candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Candidates 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. Candidates 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 candidates 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 candidate 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 candidates 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 candidates' 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*. Candidates should never be doubly penalised. If a candidate 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 candidate 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 2010

GCE AS History Unit 1: Change and Consolidation

HIS1M: USA, 1890–1945

Question 1

- (a) Explain why the USA declared war on 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 candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why the USA declared war on Spain. Candidates might include some of the following factors:

- political – President McKinley was persuaded into changing his attitude towards Imperialism because of moral/religious reasons
- economic – due to sugar and tobacco trade
- media – the influence of the Yellow Press
- pressure from public opinion
- traditional – Manifest destiny

- geographical – sphere of influence.

To reach higher levels candidates will need to show the interrelationship of the reasons given, for example they might indicate the change of attitude towards developing an Empire linked to economic reasons such as trade.

- (b) How far was the foreign policy of the USA isolationist 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 candidates 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.

Candidates should be able to make a judgement by balancing points which suggest that the foreign policy of the USA was isolationist in the years 1900 to 1920 against others which suggest it was not.

Factors suggesting that the USA was isolationist might include:

- traditional foreign policy factor set down by George Washington and elements of the Monroe Doctrine. The USA was mostly isolationist
- personal factor. In the Taft years there was less interference with foreign nations than with some other Presidents
- moral factor. Under Wilson (pre First World War) there was initially a return to complete isolationism because of his idealism. Although this was official Presidential policy the USA remained concerned about events in South America
- public opinion factor. In 1914, on the outbreak of the First World War, the USA was sympathetic to Great Britain but officially they remained neutral until 1917. They wished to avoid 'entangling alliances'
- fear factor. The USA goes back to isolationism with regards to Europe after they War when it rejects the League of Nations. No more deaths. Hence the return to 'normalcy' meaning isolationism.

Factors suggesting that the USA was not isolationist might include:

- the growth of Imperialism in Asia and Latin America. This can be supported with information about growth of the navy, Open Door in China and events in Panama
- economic factor. Taft developed Dollar Diplomacy
- defence factor. Wilson intervened in Mexico in 1916 where he sought to look after Americans caught up in a revolution
- traditional foreign policy factor. The USA took on European nations if their economic interests/sphere of interest were in danger of being interfered with as in Cuba, Venezuela and China by Great Britain and Spain
- international event factor. The sinking of the Lusitania and the Zimmerman telegram caused the US to come out of isolation
- moral factor. Post First World War, Wilson stayed out of isolationism by attending the Treaty talks at Versailles and with his attempt to get the USA to join the League of Nations.

Good answers are likely to show awareness that although the USA was officially isolationist for some of the period they are involved in a number of international events throughout this period and build up an Empire. This depends on which part of the world and which President being considered as the extent of isolationism varies.

Question 2

- (a) Explain why the membership of the Ku Klux Klan grew in the years 1919 to 1925.
(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 candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why membership of the Ku Klux Klan grew in the years 1919 to 1925.

Candidates might include some of the following factors:

- context – the atmosphere post First World War and the fear of communism led to insecurity and the Klan offered a return to past values
- racism – the Klan appealed to racists who hated blacks. It appealed to religious bigots
- white racists did not like any sort of progress made by non WASPs and so joined the Klan in an attempt to stop blacks etc rising up the social ladder
- numerical – the arrival of large numbers of immigrants taking white jobs, having different cultural values and who looked different led to fear. So people joined the Klan to oppose the arrival of more immigrants
- the Klan represented order and justice for poorer whites who lived in poverty
- the Klan offered action, i.e. lynching as opposed to the Government who appeared to do nothing.

To reach the higher levels, candidates will need to show the interrelationship of the reasons given, for example why might the fear of being left behind as the USA boomed and blacks, immigrants and Catholics made progress.

- (b) How far was the economic boom in the years 1919 to 1929 due to immigration to the USA? (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 candidates 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.

Candidates should be able to make a judgement by balancing points which suggest that the economic boom in the years 1919 to 1929 was due to immigration against others which suggest it was not.

Factors suggesting that the economic boom in the years 1919 to 1929 was due to immigration to the USA might include:

- immigration brought a huge number of benefits to the economy of the USA in the period. It brought skilled craftsmen, entrepreneurs and a large pool of unemployed labour from Europe and Latin America
- they were prepared to work in sweat shops for little money and long hours especially in Northern cities. The assembly lines of the likes of Ford used immigrant labour
- immigrants formed an important part of the supply and the demand for the American economy buying consumer goods
- they also provided seasonal labour on farms especially in the West where Hispanics came. Food was therefore cheap.

Factors suggesting that the economic boom in the years 1919 to 1929 was not due to immigration to the USA might include:

- technological advances such as the development and use of mass production methods. Electricity
- consumer goods were developed such as the Hoover
- easy credit terms were offered, i.e. purchase hire
- advertising in new media stimulated demand
- as transport developed so too did the suburbs
- entrepreneurs such as Henry Ford developed the Model T which was versatile and cheap
- availability of natural resources such as oil
- US was not damaged after the war. In fact they were a creditor nation where as British, French and Germans were all struggling with debts and the problems left over from the First World War
- The role of the Republican government in encouraging a business culture with favourable tariffs and agreements abroad and at home.

Good answers are likely to show an awareness that it is debatable as to which reason is the most important but the economy could not have flourished as effectively without immigrants because they kept the cost of labour down and provided a market for goods.

Question 3

- (a) Why did the use of the atomic bomb in 1945 strengthen the USA's position as a world power? (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**
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- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

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

Answers should include a range of reasons as to why the use of the atomic bomb in 1945 strengthened the USA's position as a world power.

Candidates might include some of the following factors:

- the USA was a world power because the War had not been fought on its territory and the atomic power indicated its superiority in terms of weaponry
- the development of this technology before anyone else in 1945 made them into the first super power because they were technologically in advance of everyone else
- the use of the atomic bomb showed the rest of the world and especially Russia that the USA was to be feared since it was so much more powerful than conventional weapons
- the atomic bomb strengthened their ability to take on Communism anywhere in the world and impose their views/foreign policy.

To reach the higher levels, candidates will need to show the interrelationship of the reasons given, for example they might suggest it was the fact that the bomb was much more powerful than conventional weapons and it meant the USA could enforce its interests across the world.

- (b) How important was President Franklin Roosevelt to the development of the USA as a world power in the years 1933 to 1945? (24 marks)

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

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
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Indicative content

Note: This content is not prescriptive and candidates 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.

Candidates should be able to make a judgement by balancing points supporting importance against others which do not.

Factors suggesting that President Franklin Roosevelt was important to the development of the USA as a world power in the years 1933 to 1945 might include:

- political factors – FDR made a number of important decisions which affected the status of the USA such as the Neutrality Acts in the 1930s. These meant the USA stayed out of the Second World War and could build itself up.
- entry into the Second World War. This enabled the USA to play a part in the war and show how powerful they were. The decision to concentrate on Europe before Asia in the war. This led to success in the war
- military factor. He is the Commander in Chief of the Armed Forces and the USA helped win the war in Asia and Europe
- economic factor. The New Deal. This started the USA off on its journey to world power after the Crash of 1929 because of FDR's economic policy
- personal factor. Entry into the war was partly due to FDR's friendship with Great Britain
- technological factor. Roosevelt agreed to the Manhattan Project.

Factors suggesting that President Franklin Roosevelt was not important to the development of the USA as a world power in the years 1933 to 1945 might include:

- political factor. FDR could not declare war without money agreed by Congress
- events such as the Second World War and the bombing on Pearl Harbour are actions that force the USA out onto the world stage by other nations
- the role of American public support is very important both on the home front and in fighting the Second World War
- technological factor. The money generated from the war means the USA can finance research and design policies such as the atomic bomb
- geographical factor. The fact the war is not fought on US soil means it can function and grow whilst Europe declines
- economic factor. Resources such as plentiful supplies of oil, coal, timber are important throughout 30s and up to 1945 because the USA is self-sufficient.

Good answers are likely to show awareness that it was not just President Roosevelt who brings about the development of the USA as a world power. However, his influence and decisions certainly lead the USA into a much more prominent role in the world but backed up by the rest of the USA.