



**General Certificate of Education  
June 2012**

**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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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.

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## **Generic Introduction for AS**

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level students. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Students who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b): AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which students meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a student performing at the highest AS level is already well prepared for the demands of A2.

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## CRITERIA FOR MARKING GCE HISTORY:

### AS EXAMINATION PAPERS

#### General Guidance for Examiners (to accompany Level Descriptors)

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##### Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that students might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other students' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Students should never be doubly penalised. If a student with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a student with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

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June 2012

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

**HIS1M: USA, 1890–1945**

**Question 1**

- 01** Explain why President Wilson supported the creation of a League of Nations. (12 marks)

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

**Generic Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

**Indicative content**

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

Answers should include a range of reasons as to why President Wilson supported the creation of a League of Nations.

Students might include some of the following factors:

- Wilson was an idealist who wished to create a new world order which did not reflect the power politics and secret diplomacy which he thought had caused WW1
- when he first became President in 1913 he rejected the policies of past presidents and stressed the need for an ethical foreign policy. He was sincere in his Christian principles,

shown by his appointment of William Jennings Bryan as Secretary of State, who had argued that international disputes should be settled peacefully. One of Bryan's most famous lectures was called 'The Prince of Peace'

- Wilson supported an organisation which offered a peaceful way of settling disputes, using collective security instead of international rivalries
- the losses and suffering of WW1 deserved the creation of a new system which would 'end wars'
- the League was an essential part of the Fourteen Points and would be an essential component of the Peace Treaties as Wilson originally wished for a 'Peace without Victory' which would give the smaller nations self-determination and a voice in international politics – this evoked the principles of justice and fairness.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might explain that Wilson was influenced by his vision of justice and morality in international relations but also there was a practical application in eliminating the causes of WW1 as he saw them.

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**Question 1**

- 02** How successful were American Presidents in expanding the influence of the USA in the years 1890 to 1914? (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 be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how successful' questions, the answer could be (but does not need to be) exclusively based on the focus of the question.

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Factors suggesting American Presidents were successful in expanding the influence of the USA in the years 1890 to 1914 might include:

- McKinley's presidency was a decisive turning point; from 1898 relations with the rest of the world showed a new interventionism, and the USA extended its influence beyond North America and became a colonial power. Examples could include intervention in Cuba; the Spanish-American War and the annexation of Hawaii, Guam and the Philippines; the 'Open Door' Policy
- Theodore Roosevelt developed a distinct approach. His 'big stick' diplomacy involved the encouragement of imperialism and a proactive attitude. The US navy underwent a great expansion. Examples of imperialism and the worldwide expansion of US influence could include the start of the Panama Canal project 1903; the virtual control of Cuba 1903; the Roosevelt Corollary 1904; mediation to end the Russo-Japanese War (the Treaty of Portsmouth, 1905)
- Taft developed 'dollar diplomacy', his aim being to increase American influence in trade and commerce. He used this to foster American economic interests abroad, for example in Nicaragua. In Haiti American banks virtually took over the economy; American financiers supported railway expansion
- Wilson attempted to reverse outright imperialism and dollar diplomacy. He supported the 'Open Door' in China and increased US influence in China by recognising the new nationalist government in 1912
- Wilson however intervened in Mexico in April 1914 to overthrow the regime of the dictator Huerta in support of the more liberal Carranza.

Factors suggesting American Presidents were not successful in expanding the influence of the USA in the years 1890 to 1914 might include:

- In the Spanish War of 1898, the land forces were badly equipped and performed poorly. European observers were not impressed. It has been argued that the war could have easily been avoided by diplomacy and that public opinion pushed the President into action
- the annexation of the Philippines proved a costly error as the inhabitants wanted independence, not US rule. With no moral justification, US forces had to quell a determined insurrection led by Emilio Aguinaldo – 4,000 soldiers died. There was a public outcry at a betrayal of the principles of freedom and equality.
- US involvement in Nicaragua created an internal revolt
- plans to develop economic penetration of China had limited success – Wilson stopped 'dollar diplomacy' in 1913
- the USA did not enter WW1 until 1917
- US intervention in Mexico actually strengthened the Huerta regime and alienated Carranza. The activities of Pancho Villa involved the USA in a complex intervention which ended in a compromise.

Good answers are likely to/may show an awareness that each US president had mixed success in expanding the influence of the USA, and they acted on different principles. Nevertheless students could argue that the period marked a remarkable expansion of US influence in the world, especially after 1898.



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**Question 2**

**03** Explain why the USA introduced the Volstead Act in 1919. (12 marks)

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

**Generic Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

**Indicative content**

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

Answers should include a range of reasons as to why the USA introduced the Volstead Act in 1919. The act gave legal force to the Prohibition amendment to the Constitution.

Students might include some of the following factors:

- the temperance movement had strong roots in the mid-nineteenth century, based on a strong belief in the social and moral evils of drink and its bad effects on health and family life. It was strongest in rural areas among Protestant religious groups and women activists
- the impetus for prohibition increased with the foundation of two very effective campaigning groups – the Women’s Christian Temperance Union and the Anti-Saloon League. Its leader, Wayne Wheeler, drafted the Prohibition legislation
- some industrialists such as Rockefeller supported prohibition to make their workforces more reliable; politicians saw a chance to gain the rural vote

- America's entry into WW1 intensified the pressure for prohibition – alcohol was made by German brewers; a ban on alcohol would conserve supplies of important grains; Bolshevism was fuelled by drink; it was wrong for Americans to enjoy a drink while young men were dying on the battlefield
- prohibition was becoming a reality without an amendment as by 1918 75% of the states had voted to become 'dry'.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might explain that the Volstead Act was the result of a very long process but the impact of America's involvement in the First World War was to greatly intensify the campaign for Prohibition.

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**Question 2****04** How far was organised crime responsible for the failure of Prohibition? (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 be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful' questions, the answer could be (but does not need to be) exclusively based on the focus of the question.

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Factors suggesting that organised crime was responsible for the failure of Prohibition might include:

- the demand for illegal alcohol became a huge wealth-creating industry. It created the opportunity for organised criminal gangs to supply and control this demand. Gangs set up illegal production factories, organised imports from Canada and the West Indies and created nationwide centres for distribution
- organised criminal gangs were able to use their strength to control law enforcement forces through fear and bribery – there were few convictions for ‘bootlegging’. In Chicago 400 police were on gang payrolls. Such ‘graft’ undermined the law
- power struggles for territory between rival gangs created pockets of violence ( e.g. the St Valentine’s day Massacre) which produced a problem of public order and protests about the lack of effective law enforcement
- the supplying of illegal alcohol was closely linked to other criminal enterprises such as gambling and prostitution
- the media tended to glamorise criminal ‘bootleggers’ which created a kind of admiration for their activities among a sympathetic public in the cities.

Factors suggesting that organised crime was not responsible for the failure of Prohibition might include:

- Prohibition never had strong support in the cities and not all states (e.g. Maryland) passed enforcement acts. It was seen as an imposition by conservative rural parts of the USA on the more sophisticated urban centres
- the law could not be effectively enforced. Congress never allocated enough money. There were too few agents who were paid low salaries, so open to bribery
- the size of the USA, its long borders with Canada and Mexico and 29,000 km. of coastline made enforcement of prohibition almost impossible
- illegally made alcohol caused health problems such as poisoning and blindness, thus discrediting the law
- many Americans had no intention of obeying the law which turned them into criminals if they went to illegal bars (speakeasies) or had a drink at home – disobeying the law had an element of excitement
- Prohibition never received the full support of the American people. The large working-class immigrant community tended to defy the law, as did the very rich.

Good answers are likely to/may show that although organised crime did much to discredit Prohibition, it was a law unlikely to be fully accepted even without organised criminals and ways would have been found to defy the law. Other students may argue that if the law enforcement agencies had been strongly supported and financed, organised crime could have been controlled and thus Prohibition made more effective.

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**Question 3**

**05** Explain why President Hoover was unpopular in 1932. (12 marks)

Target: AO1(a), AO1(b)

**Generic Mark Scheme**

Nothing written worthy of credit. **0**

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

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

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

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

**Indicative content**

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

Answers should include a range of reasons as to why President Hoover was unpopular by 1932

Students might include some of the following factors:

- his presidency coincided with the Stock Market Crash and the onset of the Great Depression – he was blamed for the resulting social and economic problems and high unemployment. (1929 1.6 million; 1932 12.1 million)
- many US people looked for help from the government after 1929 and this was not forthcoming because Hoover stuck to *Laissez faire*/traditional Republican policies
- personality of Hoover – a reserved, shy man who disliked publicity. He could not inspire the country
- he appeared not to care for ordinary people by not giving direct relief. His actions, such as the Emergency Relief and Reconstruction Act, were too limited to cope with the scale of the crisis
- his association with Hooverilles and the treatment of the ‘Bonus Army’ march.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might explain that Hoover, because he was a Republican, was unable to change his policies to help ordinary citizens and so he was blamed for their problems at the beginning of the Great Depression, or he took the blame as president despite the unprecedented nature of the crisis.

**Question 3**

- 06** How successful were the policies of President Franklin D Roosevelt in bringing about economic recovery in the years 1933 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**
- 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 be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful' questions, the answer could be (but does not need to be) exclusively based on the focus of the question.

Factors suggesting the success of Roosevelt bringing about economic recovery in the years 1933 to 1941 might include:

- the banking system was rescued and strengthened (the Emergency Banking Act)
- the major public works projects inspired by the ‘alphabet agencies’ created work for millions and useful assets such as roads, schools and hospitals (e.g. the PWA and WPA). The TVA was an impressive success
- homeowners and farmers were supported by mortgage repayments – work of the AAA
- direct relief was provided by the FERA
- NIRA and other federal projects helped the US to a partial recovery
- mobilisation of industry 1939–1941 was a great success. Roosevelt committed the USA to rapid rearmament and industry expanded to meet the needs of those fighting Germany. The USA became the ‘arsenal of democracy’
- Unemployment was 24.9% of the working population in 1933; 17.2% in 1939 and 9.9% in 1941
- ‘fireside chats’ and the appearance of government concern and action on behalf of ordinary people did much to raise morale and gave hope for millions.

Factors suggesting the lack of success of Roosevelt in bringing about economic recovery in the years 1933 to 1941 might include:

- Roosevelt did not really solve the key issues of unemployment and the recovery of industry and agriculture in the 1930s – production levels did not reach 1929 levels until 1941 and employment levels equalled 1929 in 1942. By comparison Germany was much more successful in reducing unemployment.
- policies in the 1930s failed to restore the spending confidence of the 1920s
- some of the job creation schemes could be criticised for being limited and temporary (e.g. the CCC)
- though unemployment did fall and production rose 1933–1937, a second wave of depression began 1937–1939
- policies in the 1930s did little for the poorest such as farm labourers and unskilled workers – e.g. encouraging farmers to take land out of production created unemployment
- the major external factor of WWII was the real reason for economic recovery.

Good answers are likely to take a balanced view of Roosevelt’s success in bringing about economic recovery in the 1930s and indicate both successes and failures. After 1939 the US economy expanded to meet the needs of war and Roosevelt could be credited with directing this policy effectively. Some students will appreciate that despite the failures, it was Roosevelt who by his leadership who led the USA out of depression.

Some answers are likely to refer to opposition to the New Deal – this **can** be made relevant (e.g. opposition was evidence that Roosevelt had failed to win support for his policies) but should not be deployed rigidly for its own sake, it should be linked to the idea of failure.

### Converting marks into UMS marks

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

**UMS conversion calculator:** [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)