

GCE
AS and A Level

History

AS exams 2009 onwards
A2 exams 2010 onwards

Unit 1M **Specimen mark scheme**

Version 1.1





General Certificate of Education

AS History

Unit 1: HIS1M

USA, 1890–1945

Specimen Mark Scheme

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

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

Specimen Mark Scheme**GCE AS History Unit 1: Change and Consolidation****HIS1M: USA, 1890–1945****Generic Mark Scheme****Question 1(a), Question 2(a) and Question 3(a)**

- 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. **0-2**
- 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**

Question 1(b), Question 2(b) and Question 3(b)

- 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. **0-6**
- 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**

Question 1

(a) Explain why the USA built the Panama Canal. (12 marks)

Target: AO1(a), AO1(b)

Indicative content

Work on the Panama Canal was completed in 1914. It was built for a number of reasons. It was strategically important because it allowed passage of the USA navy between the East and West coasts and therefore they were able to defend the USA more efficiently. Naval power was considered very important in this period. It allowed trade with the Far East, especially for the industry on the East coast. President Roosevelt, who had originally arranged the money for the building of the canal, saw this as important to the prestige of the USA. The Panama Canal speeded up sea journeys because ships no longer had to go all the way around South America. Therefore it also speeded up communication, especially between the West coast and the Caribbean.

(b) How important was the role of President McKinley in the development of American Imperialism in the years 1890 to 1920? (24 marks)

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

Indicative content

President McKinley was important in the development of Imperialism because he led the USA into the Spanish American Cuban Filipino War of 1898. This was where the USA intervened in Cuba and helped to get rid of Spanish colonialism after the sinking of the *Maine*. The USA then established itself on Cuba by developing trade agreements. Also, the USA attacked the Spanish in the Philippines. McKinley also secured annexation of Hawaii. President McKinley's role was important because he set the tone for future presidents; he honestly believed that what he was doing was right, especially with regards to Christian values. However, McKinley was a reluctant imperialist.

Prior to McKinley there were other events and presidents that played a part in the development of Imperialism. President Harrison was the first president to try and annex Hawaii. President Cleveland stepped into the Venezuelan Crisis. Subsequently, President Roosevelt initiated the Open Door Policy with regards to the Far East. Taft continued many of Roosevelt's policies. Wilson was one of the least Imperialist presidents, but even he got involved in Mexico.

However, there were other motivating factors for Imperialism, such as Imperial rivalry with European nations such as Germany and Great Britain. US industry needed markets once the end of the frontier had been declared in 1890. Therefore trade agreements were important if industry was to expand. McMahon had written a book on the USA navy and this was influential in government circles since the navy was the key to developing imperialism. Social Darwinism had circulated and it fitted in with the theory of Manifest Destiny. A desire to spread Christian values was also persuasive in the development of an empire.

Question 2

- (a) Why was Prohibition introduced in 1919? (12 marks)

Target: AO1(a), AO1(b)

Indicative content

Prohibition was introduced as part of a long-term trend which began in the nineteenth-century. The Anti-Saloon League, which was formed in 1893, pushed hard for reform on the grounds of drunkenness and its cost to society. The Prohibition Party also worked hard on reform in the political arena. The Women's Christian Temperance Union also helped to publicise the need for reform and it was integral to being a good Christian.

The reform was part of a wider moral reform movement which was part of progressivism. Closer to the First World War it was part of anti-German feeling. Also, with the conversion of some notable figures such as ex-President Taft, reformers were able to convince Congress and Wilson that this was a good idea. People were also worried that the consumption of alcohol, especially beer, had been increasing since 1900. Although women did not have the vote, they were seen as a force against the brutalising effects of drinking since the suffrage movement had also campaigned to end drinking. So with a number of lobby groups coming together combined with the progressive era, prohibition was passed. The idea was to cleanse society and elevate morality through legislation.

- (b) How successful was organised crime in the years 1920 to 1933? (24 marks)

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

Indicative content

Organised crime was very successful in a number of ways. The smuggling of illicit liquor during the prohibition era was very lucrative and grew particularly in the 1920s. Booze was imported from the Caribbean and Canada in ever-increasing amounts. Illicit production was also carried out. Speakeasies grew in number. Gangs grew in size and infamy – for example, Al Capone's. Organised crime was able to control cities such as Chicago. They bribed city officials who were very poorly-paid. The operations of the criminal gangs spread into bookmaking, numbers rackets, drugs and prostitution. The profits from these activities grew enormously throughout the 1920s and early 1930s. However, they were not completely successful. There was a decline in drinking, particularly outside of the large cities. Many rural areas were never penetrated by organised crime. The traditional puritan values of hard work and sobriety remained firmly in place and were enhanced by prohibition and rural areas remained dry. Law

enforcement agencies, such as the 'Untouchables', did have some success in curtailing some activities by smashing stills and catching the smugglers as did border officials and naval patrols. The IRS was able to put Al Capone in prison in 1931 on tax evasion charges. Some criminals within the gangs died young due to feuds and turf wars.

Question 3

- (a) Why did the stock market crash in 1929? (12 marks)

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

Indicative content

The stock market crashed in 1929 for a number of reasons. The height of the index had been built on very shaky foundations. Stocks had been bought using credit. Stock-buying on the margins was commonplace. The prices of the stock were over-inflated and had lost touch with the underlying asset value of the companies. Many people had bought stock without understanding the nature of gambling on the stock market. Over-confidence on the index always rising meant that more money was pouring in on the expectation that stock always rose. However, the market had become dangerously unstable.

A sudden plunge in prices led to panic. A wave of selling took place which led to the stock prices falling. This led to further selling. Stocks hit record lows for the 1920s. Rallies in the prices were few and minor which led to more selling. Then the sellers could not find buyers which led to even more panic especially amongst those who needed to sell to pay for their positions. The news spread across the USA quickly, especially through the medium of the radio and newsreels in cinemas, and this led to even more sellers because they wanted to get out before they lost everything.

- (b) How far was President Roosevelt able to solve the economic problems of the USA by 1941? (24 marks)

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

Indicative content

President Roosevelt developed the New Deal in 1933. By using 'fireside chats', Roosevelt was able to inspire confidence in his government and his handling of the Depression. However Roosevelt needed the advice of a 'Brains Trust' to help him. His wife was also a significant influence on the New Deal. Leading economic theorists also helped him to devise the New Deal and he needed the support of Congress. Roosevelt launched the first hundred days on March 9th. He began with the banking sector to try to restore faith in the financial sector. Spending and government intervention became the new economic way out of trouble and Roosevelt established the alphabet agencies to help agriculture, industry and unemployment. The AAA, CCC, NIRA, NRA and TVA were set up. The TVA was particularly successful. However, some of his programme was struck down by the Supreme Court and so did not succeed.

The second New Deal saw the setting up of other programmes such as the WPA, which was particularly successful at dealing with unemployment. During the second hundred days Roosevelt also set up the Wagner Act which was stronger than the NIRA. In 1935 there were several other acts such as the Social Security Act and the Revenue Act. However, the USA went into a recession in 1937 when spending was reduced. This led to unemployment rising once again to 9.5 million and it remained there until 1939, despite an increase in deficit spending.

Trade with the Far East and other markets also helped the USA in the 1930s, and tariffs helped the industry of the USA. Preparedness and military rearmament took precedence over the New Deal, and in order to get support for this from conservatives Roosevelt had to cut back on the New Deal. However, the imminent arrival of the Second World War helped the US economy out of recession. Once the economy went over to wartime production it began to power away, especially with Lend-Lease and the USA entering the Second World War. It was therefore not just Roosevelt on his own who solved the economic problems of the USA.