



A-level **HISTORY** **7042/1K**

Component 1K The making of a Superpower: USA, 1865–1975

Mark Scheme

June 2018

Version/Stage: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer 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 associates 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 associate understands and applies it in the same correct way. As preparation for standardisation each associate 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, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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 from aqa.org.uk

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, i.e. if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Component 1K The making of a Superpower: USA, 1865–1975

Section A

- 01** Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to the presidents of the Gilded Age. **[30 marks]**

Target: AO3

Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Generic Mark Scheme

- L5:** Shows a very good understanding of the interpretations put forward in all three extracts and combines this with a strong awareness of the historical context to analyse and evaluate the interpretations given in the extracts. Evaluation of the arguments will be well-supported and convincing. The response demonstrates a very good understanding of context. **25-30**
- L4:** Shows a good understanding of the interpretations given in all three extracts and combines this with knowledge of the historical context to analyse and evaluate the interpretations given in the extracts. The evaluation of the arguments will be mostly well-supported, and convincing, but may have minor limitations of depth and breadth. The response demonstrates a good understanding of context. **19-24**
- L3:** Provides some supported comment on the interpretations given in all three extracts and comments on the strength of these arguments in relation to their historical context. There is some analysis and evaluation but there may be an imbalance in the degree and depth of comments offered on the strength of the arguments. The response demonstrates an understanding of context. **13-18**
- L2:** Provides some accurate comment on the interpretations given in at least two of the extracts, with reference to the historical context. The answer may contain some analysis, but there is little, if any, evaluation. Some of the comments on the strength of the arguments may contain some generalisation, inaccuracy or irrelevance. The response demonstrates some understanding of context. **7-12**
- L1:** **Either** shows an accurate understanding of the interpretation given in one extract only **or** addresses two/three extracts, but in a generalist way, showing limited accurate understanding of the arguments they contain, although there may be some general awareness of the historical context. Any comments on the strength of the arguments are likely to be generalist and contain some inaccuracy and/or irrelevance. The response demonstrates limited understanding of context. **1-6**
- Nothing worthy of credit. **0**

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 must assess the extent to which the interpretations are convincing by drawing on contextual knowledge to corroborate and challenge the interpretation/arguments/views.

Extract A: In their identification of Jones’s argument, students may refer to the following:

- fraud and corruption were rife in office and standards of behaviour were poor. Period defined by bland leadership with little political progress
- scandals did occur and there was a slump in the power and prestige of the presidency – Congress took the political power which was freely given up by presidents
- there were some presidents who tried to claw back power from Congress but this had limited success.

In their assessment of the extent to which the arguments are convincing, students may refer to the following:

- corruption was pervasive in the federal government, i.e. Grant was tainted by numerous scandals and ‘Rings’
- the Gilded Age was a period of political stagnation and with conservative presidents who thought themselves more as administrators than party leaders
- Cleveland is an exception in an era of ‘weak’ presidencies. Even successful presidents like Lincoln faced difficulties in gaining support from Congress – the power of the federal government and presidential branch was weakened after 1865
- contextual knowledge may be used to show that this extract is convincing as it provides valid reasons for weaknesses and doesn’t place sole responsibility for lack of development with the presidents.

Extract B: In their identification of Haynes’s argument, students may refer to the following:

- Gilded Age presidents have been misrepresented – they were not ‘dud’ but were honest and capable
- no scandal or abuse of power occurred in their offices (or nothing out of the ordinary)
- the problem was not Congress but one of stalemate between parties – no clear majority. Therefore, Cleveland was not responsible for the economic crisis that led to recession.

In their assessment of the extent to which the arguments are convincing, students may refer to the following:

- negative political developments have been over-emphasised and positive features, such as political leaders who were hard working public servants with positive achievements, have been ignored
- there is the acknowledgement that some presidents may have engaged in corrupt practices, but the percentage of those that took part was no higher than other times
- presidents remained weak due to there being no real difference between the parties. It has been described as an ‘age of negation’ – both parties countered each other and both contained conservative elements. Presidential power declined perhaps due to the ‘fifty-fifty’ election splits which gave this era its ‘gilded’ title
- students may view the extract as convincing but limited as it fails to address the differences between the two parties – i.e. Republicans placed greater emphasis on government activism.

Extract C: In their identification of Carlisle and Golson’s argument, students may refer to the following:

- Johnson’s impeachment caused such a big divide between Congress and it was this event that led to Congress taking control
- due to political tensions and lack of presidential power, society and the economy suffered as a result
- scandals rocked the image of the president and this was an era of Congressional supremacy.

In their assessment of the extent to which the arguments are convincing, students may refer to the following:

- students should provide contextual knowledge which supports the extract, e.g. Johnson lost a political war with Congress and was impeached in 1868. Tensions between Congress and President continued
- Johnson appeared to be unconcerned about the plight of ex-slaves and, although he introduced Reconstruction policies, he lacked the ability to carry them out
- there was a backlash against corruption from small farmers, industrial workers and social reformers which led to ineffectiveness
- students should offer the view that this extract is limited as there was evidence of civil service reform and government activism to encourage economic development.

Section B

- 02** To what extent was American imperialism motivated by issues of national security in the years 1890 to 1920? **[25 marks]**

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information, which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

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.

Arguments supporting the view that American imperialism was motivated by issues of national security in the years 1890 to 1920 might include:

- throughout the 1890s, the US Government became increasingly likely to rely on its military and economic power to pursue foreign policy goals – the most prominent action during this period being the Spanish-American War
- Captain Alfred Thayer Mahan: *The Influence of Sea Power upon History*, (1890) thesis was extremely influential and stated that control of the sea was the key to world dominance and empire. Lodge and Mahan argued that the US should build a large navy and build defensive bases and refuelling stations which are strategically placed on the world's oceans – take Hawaii and other Pacific islands
- American interests were threatened by Nicaragua's anti-American president in 1909 so President Taft sent the marines in to install a pro-American president
- advocated that the US should build a canal across the isthmus of Central America to link to Atlantic and Pacific Oceans
- concerns about possible German submarine warfare caused T Roosevelt to order US military interventions in Haiti and the Dominican Republic, and also led to the purchase of the US Virgin Islands from Denmark.

Arguments challenging the view that American imperialism was motivated by issues of national security in the years 1890 to 1920 might include:

- there was a political agenda, e.g. many Progressives, including President Theodore Roosevelt, saw no problem with imperialism – new colonies provided an opportunity to further the Progressive agenda around the world
- this could also be linked to a civilising mission to raise up non-white societies from 'backwardness' – e.g. removal of yellow fever in Cuba
- economic motivations were important – rapidly growing American economy meant that the US needed overseas markets. The depression of 1893 stimulated a desire for new markets
- geographically, America had an interest in competing for land alongside its European counterparts – position of Latin America and Monroe Doctrine would allow US to expand into Central America and Caribbean.
- Candidates may have limited range after 1912, as foreign affairs took a different direction, but they can still achieve the higher levels.

Students may conclude that imperialism was motivated by a variety of security, political, economic and moral reasons. America becoming the dominant world power was at the heart of decision making and students may suggest that the strength of the economy or military readiness pushed this forward.

03 'Women made little progress towards achieving equality from 1920 to 1945.'

Assess the validity of this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information, which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

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.

Arguments supporting the view that women made little progress towards achieving equality from 1920 to 1945 might include:

- political progress in the 1920s was the exception and political parties did not see women as realistic candidates for office
- the women's movement failed to get the Equal Rights Amendment passed
- the New Deal did little for women, in fact, much of the legislation worked against them, e.g. NRA codes allowed for unequal wages. During the 1930s, women earned half the average wage of men
- in most professions, by 1940, 90% of jobs were filled by men. When women did find employment, it tended to be low-status, poorly paid
- racial discrimination continued during the period and African-American women were, largely, the last to be hired.

Arguments challenging the view that women made little progress towards achieving equality from 1920 to 1945 might include:

- in 1920, Congress passed the nineteenth Amendment, which ensured universal female suffrage
- the image of the 'new woman' in the 1920s was reinforced by magazines and newspapers and urban women and girls now had disposable income and jobs. Flappers challenged traditional attitudes towards role and status of women
- a handful of women broke through traditional social restrictions to win positions in previously male dominated areas – Frances Perkins in 1933 was first female cabinet minister, Eleanor Roosevelt was a vigorous campaigner for human rights and equality
- 'Rosie the Riveter' encouraged women to work in munitions factories and in 1942, 60% of Americans supported women in war industries.

Students may conclude that although there were significant advances this was not the case for all women. They mostly affected urban, educated females, and many women were hostile to the new freedoms. After the Second World War, most women returned to the traditional role of a woman.

04 'The years 1945 to 1964 were a time of strong economic growth and prosperity for all Americans.'

Assess the validity of this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information, which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

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.

Arguments supporting the view that the years 1945 to 1964 were a time of strong economic growth and prosperity for all Americans might include:

- after the Second World War, the efficiency and productivity of the US economy improved markedly
- after a short transition, the economy grew rapidly, with widespread prosperity, rising wages, and the movement of most of the remaining farmers to the towns and cities
- between 1946 and 1960, the US witnessed a significant expansion in the consumption of goods and services, 87% of all American families owned at least one TV, 75% owned cars, and 60% owned their homes
- during this period, GNP rose by 36% and personal consumption expenditures by 42% and President Johnson inherited a strong economy from President Kennedy
- poverty declined sharply in the 1960s as the New Frontier and Great Society especially helped older people.

Arguments challenging the view that the years 1945 to 1964 were a time of strong economic growth and prosperity for all Americans might include:

- despite the prosperity of the post-war era, a significant minority of Americans continued to live in poverty by the end of the Fifties
- in 1947, 60% of black families lived below the poverty level compared with 23% of white families. By 1964, 23% of black families lived below the poverty level, compared with 9% of white families
- the older generation of Americans did not benefit as much from the post-war economic boom
- there was a recession in 1960–61 and JFK had to promise to ‘get America moving again’.

Students may conclude that during the post-war boom of 1945–1964, the US experienced unprecedented economic growth and prosperity. But this prosperity was not even or continuous, as there were fluctuations and certain sections of society – African-Americans – did not participate in this abundance.