
A-level HISTORY 7042/1K

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

Mark scheme

June 2020

Version: 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 Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Copyright information

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2020 AQA and its licensors. All rights reserved.

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.

Section A

- 0 1** Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to influences shaping US international relations in the years 1865 to 1890.

[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.

In their identification of the argument in Extract A, students may refer to the following:

- overall, even though America had the capability to expand, isolationism prevailed, and territorial expansion was not a real concern in this period
- America had enough resources to be a world power but took no interest in overseas development
- foreign markets were not needed and the US could safely remain geographically isolated
- until the 1890s, foreign policy and international relations had no clear direction.

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

- there is an argument that America never sought an empire at all and did not need to expand its territory beyond its own borders because it already had a huge amount of trade with Britain
- there was limited interest in foreign policy and territorial expansion during this period as isolationism continued to dominate. America did not seek to participate in world affairs and only the British had the power to threaten US interests (and had been repelled before so posed no great threat). From 1865 to 1890, Americans defended their borders and reasserted the Monroe Doctrine. There was also barely any appetite for conflict with Native Americans, which would be needed to secure new territory in the West
- students may point out that the final sentence convincingly points out the change in policy direction and that, in 1890, Mahan argued for the US to have overseas bases and territory which would allow them to continue to expand.

In their identification of the argument in Extract B, students may refer to the following:

- overall, in this time period, westward expansion and the settlement of the West was the top priority
- westward expansion directed the path of international relations and this did not alter until the 1890s
- expansion into the West opened up new markets and territory and provided limitless opportunities
- when the West was settled, new frontiers were hunted and this led America to look further afield.

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

- students may point to Seward and the purchase of Alaska in 1867. This provided American commercial expansion in the Pacific region. Territorial expansion was limited to the West as can be shown through the peaceful settlement of the US-Canada border
- the US did not have to expand beyond its own borders as opportunity was plentiful in the West, i.e. Gold in the Black Hills in 1875. There was no need to expand into foreign territory as Americans provided their own new markets through westward expansion and increasing levels of immigration
- students may point out that land was settled quickly because of the impact of the railways. Along with the Pacific Railway, four other major lines had been completed by 1893 which allowed settlers, ranchers and shepherds to expand into the new territory
- students may argue that the final sentence is convincing as it shows that international expansionism was directed by the need for new markets, and not 'preclusive imperialism' as argued in Extract C. For example, part of the reason for expansion was to counter the effects of the crop failures in 1890.

In their identification of the argument in Extract C, students may refer to the following:

- overall, America had a more expansionist outlook and was looking beyond its own borders. By the start of 1890, isolationism had begun to be abandoned
- America had been steadily expanding economically and needed foreign markets to continue growing
- there were a number of threats to US interests abroad which meant that America had to abandon isolationism
- America became more concerned for the promotion and safeguarding of its own interests and this led to expansion into new territory.

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

- in 1890, Turner encouraged the government to consider frontiers and expansion outside the geographic boundary of the nation. Turner argued that expansion was necessary for the image of a strong America
- students may argue that in the years directly after the Civil War, isolationism continued to dominate, and expansion was limited to territory within America's borders. However, from the 1870s, more and more people were looking outwards. There was increasing support for an expanded navy which could reach territory in Latin America, the Caribbean and the Pacific Ocean
- there were numerous reasons why America became involved in the Pacific from the 1870s. The idea of 'preclusive imperialism' and obtaining colonies to prevent others, e.g. Germany, from having them was favoured, especially in places like Samoa
- students may link the idea of 'noisily nationalistic' to progressive imperialism and that America expanded into foreign territory to 'civilise' the world, i.e. Josiah Strong, Our Country (1885), who advocated superiority of Anglo-Saxon civilisation.

Section B

- 0 2** To what extent did the growth of the US economy, in the years 1890 to 1920, benefit the American people?

[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 growth of the US economy, in the years 1890 to 1920, benefited the American people might include:

- between 1890 and 1920, the USA became the world's leading economy and generally, people benefited from increases in output and productivity. For example, for most people, wages increased and working hours decreased
- farmers in particular benefited from a 'golden age' in agriculture after 1900, partly due to new farming techniques and good market conditions. This was especially true after 1914
- those people living in urban centres benefited from a new range of economic activity and development, e.g. infrastructure, new businesses
- many immigrants found economic opportunity at factories, mines and construction sites, and found farm opportunities in the Plains states
- from 1914 to the end of the First World War, many women, including African-Americans, were employed in a variety of jobs and benefited from the growth of the arms industry.

Arguments challenging the view that the growth of the US economy, in the years 1890 to 1920, benefited the American people might include:

- due to the sudden growth of the American economy after 1890, there were a number of serious depressions, e.g. in 1893 and 1907, which adversely affected the agricultural communities. Small farms in the South and West, for example, faced difficult economic conditions and wild swings between depression and prosperity
- people living in towns in the West were quite removed from the economic growth of the North and South and were often subjected to sudden booms and busts
- there were extensive areas of poverty in many big cities and the pace of economic growth caused very poor living and working conditions for many immigrant communities
- students may argue that, at the end of the First World War, economic growth stalled, and this directly hit the economic benefits women and African-Americans had experienced in previous years.

Students may conclude that, overall, the growth of the US economy did indeed benefit most people in America and that the period was marked by economic expansion and prosperity, especially after 1914. However, better students are likely to distinguish between different groups of American 'people' and note that expansion and growth did not affect everyone equally or with the same force – for example, small farmers outside the North. Students may also conclude that although some groups benefited from new employment opportunities, e.g. immigrants, their living conditions actually declined.

- 0 3** 'There was very little improvement in the lives of African-Americans in the years 1920 to 1941.'

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 there was very little improvement in the lives of African-Americans in the years 1920 to 1941 might include:

- in the 1920s, life was hard for African-Americans in the North even though the Jim Crow Laws did not exist there. They faced discrimination and exploitation. They were given the most menial tasks, due to a combination of racism and poor education
- the Ku Klux Klan grew in strength in the 1920s and over 400 African-Americans were lynched by the group. Members of the KKK were seldom punished
- the Great Depression of the 1930s worsened the already bleak economic situation of African-Americans. They were the first to be laid off from their jobs and in early public assistance programmes, African-Americans often received substantially less aid than white people
- students may argue that, by 1941, the President was forced to act, not because he wanted to but because of outside pressure. For example, A Philip Randolph threatened a mass protest march on Washington over hiring discrimination.

Arguments challenging the view that there was very little improvement in the lives of African-Americans in the years 1920 to 1941 might include:

- the First World War raised the hopes of African-Americans and in 1920, Marcus Garvey set up the UNIA with Harding promising in 1921 to support anti-lynching laws
- by 1925, the KKK had fizzled out and the Harlem Renaissance flourished in the 1920s and 1930s. This literary, artistic, and intellectual movement fostered a new black cultural identity
- some African-Americans joined political organisations. In 1936, many African-Americans voted for the Democrats and, as a result, there was an increase in the number of African-Americans elected to national and local government. By 1940, there were 100 African-Americans working for the country's government
- African-Americans did benefit from some New Deal measures, for example, 30% of African-Americans received relief in 1935 compared to 10% of white people. By 1939, a million African-Americans had benefited from the housing and schools built by the WPA and in the following years, they benefited from full employment during the Second World War.

Students may conclude that, despite some in-roads being made socially, there was continued intolerance shown towards African-Americans throughout the period. However, they were beginning to take bolder steps in national politics and, thanks to the Second World War, could benefit economically as well so there was at least some improvement.

- 0 4** 'Throughout the years 1945 to 1968, all US Presidents were committed to reform in domestic politics.'

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 throughout the years 1945 to 1968, all US Presidents were committed to reform in domestic politics might include:

- Truman vetoed eighty Republican bills that attacked the New Deal and proposed the expansion of social services. He vowed to keep the focus on Franklin D Roosevelt's domestic reform with his 'Fair Deal'. For example, he increased the minimum wage and brought 10 million more people under social security
- whilst students may point out that Eisenhower was frugal in budget matters, he did in fact expand social security and did not try to repeal the remaining New Deal programmes. Eisenhower was far less conservative than many liberals feared and he created the Department of Health, Education and Welfare, continuing Truman's commitment to reform
- students may argue that Kennedy's 'New Frontier' and liberal policies dominated much of the early 1960s and they provided a programme of reform and change which Kennedy was committed to
- between 1964 and 1968, Johnson was committed to reform, with new liberal spending programmes that addressed education, medical care, urban problems, rural poverty, and transportation. The Great Society programme and its initiatives were lauded as some of the most liberal policies since the New Deal.

Arguments challenging the view that throughout the years 1945 to 1968, all US Presidents were committed to reform in domestic politics might include:

- students may argue that Truman's domestic reform was half-hearted and disorderly. The post-war reconversion of the economy was marked by severe shortages and the country was hit by long strikes in major industries in 1946. Therefore, the period was not marked by domestic reform but by confusion
- Eisenhower was far too conservative and perhaps even a do-nothing President, who was more committed to playing golf than domestic reform, as was the case with civil rights
- it could also be argued that John F Kennedy achieved little and was committed to foreign policy, not domestic reform. His domestic politics lacked a clear and consistent programme
- students could also compare the levels of commitment from each President and take issue with the phrase 'all US Presidents'. For example, Eisenhower's 'Dynamic Conservatism' was committed to reducing the involvement of the Federal Government, and therefore reform, whereas Johnson's 'Great Society' was committed to social reform, economic reform and civil rights reform, which are all underestimated when looking at Johnson's domestic record.

Students may conclude that there was indeed always a degree of focus on reform in domestic politics but that it was, at times, overshadowed by other events. Whilst each President enacted reform some, such as Lyndon B Johnson, were more committed than previous Presidents and so the word 'all' is a bit of a misnomer.