

AS History

7041/1K-The making of a Superpower: USA, 1865–1975

Component 1K From Civil War to World War, 1865–1920

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.

The making of a Superpower: USA, 1865–1975

Component 1K From Civil War to World War, 1865–1920

Section A

- 01** With reference to these extracts and your understanding of the historical context, which of these two extracts provides the more convincing interpretation of divisions in the West in the late 19th century? **[25 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:** Answers will display a good understanding of the interpretations given in the extracts. They will evaluate the extracts thoroughly in order to provide a well-substantiated judgement on which offers the more convincing interpretation. The response demonstrates a very good understanding of context. **21-25**
- L4:** Answers will display a good understanding of the interpretations given in the extracts. There will be sufficient comment to provide a supported conclusion as to which offers the more convincing interpretation. However, not all comments will be well-substantiated, and judgements may be limited. The response demonstrates a good understanding of context. **16-20**
- L3:** The answer will show a reasonable understanding of the interpretations given in the extracts. Comments as to which offers the more convincing interpretation will be partial and/or thinly supported. The response demonstrates an understanding of context. **11-15**
- L2:** The answer will show some partial understanding of the interpretations given in the extracts. There will be some undeveloped comment in relation to the question. The response demonstrates some understanding of context. **6-10**
- L1:** The answer will show a little understanding of the interpretations given in the extracts. There will be only unsupported, vague or generalist comment in relation to the question. The response demonstrates limited understanding of context. **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.

In responding to this question, students may choose to respond to each extract in turn, or to adopt a more comparative approach to individual arguments. Either approach could be equally valid, and what follows is indicative of the evaluation which may be relevant.

Students must assess the extent to which the interpretations are convincing by drawing on contextual knowledge to corroborate or challenge.

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

- white, Anglo-Americans seized the West from a number of different races and groups
- however, all groups had to share the land and often their lives intertwined
- the West was diverse and characterised by bleak Indian reservations as well as great cattle ranches.

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

- those living in the West came from diverse backgrounds. Some were ex-Confederate soldiers, a third were Mexican, African-Americans, Asian or Native American
- farmers, ranchers, miners, hunters all interacted at different points as more and more people flowed into the West
- Native Americans forced into reservations found that conditions were poor which led to disease and poverty. On the other hand, many cattle ranchers experienced great wealth along with the development of new cities.

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

- the ideas of 'ordinary and innocent' white Americans played a large role in the settlement of the West but there were many divisions and rivalries in the new West
- the dream did not match the reality and the biggest rivalry was between settlers and Native Americans
- farmers in the West faced many difficulties and felt that the federal government was not supporting their interests strongly enough.

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

- the climate of the West was harsh and prone to natural disasters, such as drought. Many farms were on unproductive land and prices fluctuated, as in the years of drought from 1887
- the federal government was determined to secure lands west of the Mississippi and this was done through the creation of federal territories governed by officials. This expansion encroached on Indian territory and was at the expense of Native American tribes
- Native Americans faced extreme prejudice and ranches and farms experienced boom and bust agriculture. white American ideas of 'Manifest Destiny' played a large role in the divisions of the West.

In arriving at a judgement as to which extract provides the more convincing interpretation, students might state that Extract A represents a largely positive yet sweeping assessment of the West whereas Extract B is more convincing as it represents the harsher realities of the West in the late 19th century.

Section B

02 'The presidents of the Gilded Age were weak.'

Explain why you agree or disagree with 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 good understanding of the demands of the question. They 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 leading to substantiated judgement. **21-25**
- L4:** 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. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be 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 suggesting that the presidents of the Gilded Age were weak might include:

- the Gilded Age is one of the most criticised periods in American history; historians portray this period as one of excessive corruption with presidents only interested in furthering selfish, often economic, interests rather than public good
- this was a period of political stagnation due to a procession of conservative presidents who thought themselves as administrators rather than party leaders
- the failure of reconstruction can be blamed on weak presidents such as Johnson and Grant. Impeachment, scandal and corruption dominated this period, e.g. Grant was discredited by financial scandals
- Hayes, Garfield, Arthur, Cleveland and Harrison all considered to be weak – there was little difference between the two parties and, as Adams states, ‘the period was poor in purpose and barren in results’.

Arguments challenging the view that the presidents of the Gilded Age were weak might include:

- negative political developments of the period have been over-emphasised and some presidents, e.g. Hayes, introduced a series of civil reforms
- there were institutional and generic reasons for supposed weaknesses that had little to do with the president; whilst presidents like Johnson and Grant had cast a shadow over the presidency, others such as Cleveland and Roosevelt tried to claw back power from Congress
- many of the presidents did have some great achievements for the time, i.e. Hayes attempted to re-establish honest government after the corrupt Grant administration, Arthur supported a bill reforming the civil service, Cleveland’s signing of important legislation.

Students may conclude that the period of the Gilded Age was a conflicted one. Whilst this was an age of dynamic growth and social progress, it was also a time of corruption and internal tensions. Whilst presidents did battle with Congress to push reform through, they also had the belief that Congress should run the country.

03 'In the years to 1920, the USA remained a divided society.'

Explain why you agree or disagree with this view of the USA in the early 20th century. **[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 good understanding of the demands of the question. They 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 leading to substantiated judgement. **21-25**
- L4:** 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. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be 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 suggesting that in the years to 1920, the USA remained a divided society might include:

- Dillingham Report 1911 stated that new non-white and Catholic immigrants were not suited to White Anglo-Saxon Protestant life in the North – the idea of the ‘melting pot’ was not true
- ethnic divisions in the South were clear; lynching went unpunished and segregation was commonplace, e.g. Plessy V Ferguson 1896
- Native-Americans had lost their lands and original way of life and were now confined to life on reservations
- most female workers were segregated into occupational ghettos and remained in the labour force for a relatively brief time. The interaction of these factors, coupled with hostility from male workers and employers, kept women’s wages low and working conditions usually poor.

Arguments challenging the view that in the years to 1920, the USA remained a divided society might include:

- American society was successfully diverse and multicultural; the original ancestors had been joined by Germans, Poles, Italians, Chinese, Russian Jews, etc.
- by 1917, women occupied a fifth of manufacturing jobs and in 1920, the 19th Amendment was passed
- Wilson introduced a number of reforms to help workers, e.g. Workman’s Compensation Act 1916
- African-Americans were free to leave the South and receive a formal education; a civil rights protest movement had begun to be developed with the NAACP.

Students may conclude that whilst progress had been made to bridge the divisions within society, existing tensions within the US were exposed by Wilson’s Progressive reforms and by the impact of the war. Divisions in attitudes towards mass immigration, moral standards in society, the position of African-Americans and industrial relations were still prevalent by 1920.