



AS HISTORY 7041/1K

The making of a Superpower: USA, 1865–1975

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

Mark scheme

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Version: 1.0 Final



2 3 6 A 7 0 4 1 / 1 K / M S

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.

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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, ie 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** With reference to these extracts and your understanding of the historical context, which of these two extracts provides the more convincing interpretation of Progressivism?

[25 marks]*Target: A03*

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.

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:

- Progressivism, and the movement as a whole, was a middle and upper-class movement which failed to live up to many of its promises of reform and had no clear plan forward
- Progressives sought to strengthen the moral fibre of American society. And yet, African-Americans saw little progress
- the movement saw division about what constituted progress and the methods of obtaining it.

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

- Progressivism was indeed formed by white middle and upper-class people and although they had a clear set of political, social and economic aims, there was division within the group about how best to achieve these aims
- the Progressives achieved many of their goals, anti-trust measures for example, but failed to deliver on some of their key aims, reforms to help African-Americans and a greater role for the federal government in the economy and society
- despite Wilson being considered a progressive president, he placed segregationists in charge of federal agencies and therefore expanded segregation.

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

- many Americans saw a need for social reform and called themselves the 'Progressives'. They achieved much in terms of social reform
- due to the movement's great diversity, Progressivism created a remarkable period of political and social innovation
- it was the presidency that became the most important vehicle of national reform.

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

- although many different groups made up the Progressive movement (farmers, women, etc), the group was largely formed by middle and white upper-class Americans
- the 1912 election saw the growing strength of the Progressive movement which branched out to push forward a large agenda to tackle corruption, regulate business, female suffrage, and higher standards of public morality
- Theodore Roosevelt, and especially Woodrow Wilson, implemented a range of reform agenda and were powerful drivers of the Progressive agenda. However, neither President went far enough and, as 1914 approached, the pace of reform slowed.

In arriving at a judgement as to which extract provides the more convincing interpretation, students might conclude Extract A provides the more convincing argument because it highlights that, although their intentions were sincere, the movement had no clear strategy or firm support. Extract B gives a rosy view of their achievements, which were significant but not as extensive as the interpretation suggests.

Section B

0 2 'Between 1868 and 1888, US presidents dealt effectively with corruption.'

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 supporting the view that between 1868 and 1888, US presidents dealt effectively with corruption might include:

- Hayes made a number of overtures towards civil service reform. For example, he adopted a new patronage rule, which held that a person appointed to an office could be dismissed only in the interest of efficient government operation but not for overtly political reasons
- Garfield believed that corruption was damaging the image of the presidency and brought in a range of civil service reform, for example working to undermine Roscoe Conkling
- upon becoming President, Arthur immediately distanced himself from the Stalwarts. He ushered in a wave of civil service reform unlike any other political candidate
- Cleveland, with the support of the 'Mugwumps', dealt effectively with corruption and made federal appointments on the basis of merit alone.

Arguments challenging the view that between 1868 and 1888, US presidents dealt effectively with corruption might include:

- during the Gilded Age, politics was riddled with corruption because presidents awarded government positions to political supporters through the patronage or spoils system and did not try to deal with corruption
- Grant failed to prevent his administration being tainted by various scandals about the 'Rings' of political and financial corruption connected to his friends and associates
- it may be argued that Benjamin Harrison's public image was one of personal integrity but pork-barrel politics when he rewarded the grand army of the Republic with pensions and federal money
- Hayes was ill-prepared to heed those cries for reform and accomplished little during his four years in office other than granting favours and similarly, although Cleveland ran an anti-corruption campaign in 1884, he too achieved little in rooting out corruption.

Students may argue that, overall, there was a lack of concerted effort by presidents to deal with corruption and this, therefore, tainted the prestige of the presidency. Some may argue that the presidents themselves were involved in political corruption and used it to gain the presidency, therefore were unwilling to dismantle many of the corrupt systems used to get them into the White House. However, students could also state that there were at least some efforts, especially by Arthur and Cleveland, to deal with corruption.

- 0 3** 'The expansion of the American economy in the years 1890 to 1914, was due to the opening of foreign markets.'

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 supporting the view that the expansion of the American economy, in the years 1890 to 1914, was due to the opening of foreign markets might include:

- due to the Depression of 1893, the need for new markets was strong and was a key influence in the recovery of the economy
- Latin America provided various ways which aided economic development. For example, new business interests developed in Cuba, America negotiated with Panama to build the Panama Canal, and Nicaragua saw investment opportunities
- the Far East and the Pacific islands also helped to expand the US economy. The Far East provided new markets and, from places like Hawaii, America could support their interests in sugar
- it was foreign markets that brought America out of a depression in 1914.

Arguments challenging the view that the expansion of the American economy, in the years 1890 to 1914, was due to the opening of foreign markets might include:

- industry within America aided economic growth substantially, for example, iron production and oil production. Banking reforms, under Wilson, created the first central bank system in America and helped to keep the economy fairly stable
- trusts and monopolies continued to develop and because of their size and scale, could withstand many of the economic downturns experienced in this period
- mass immigration was a key factor to the expansion of the economy. Indeed, 1901 to 1910 saw an all-time high in immigrant numbers. They worked long hours for little money in return
- it was the First World War in Europe, as a stand-alone issue, which brought economic expansion, as America traded with both the Allies and Central powers.

Students may argue that the opening of new markets abroad not only brought new resources but also created new markets to sell American goods, which allowed the American economy to expand significantly. However, students can also argue that factors such as cheap immigrant labour and the start of the First World War led to an expanding economy.