

**AS**  
**HISTORY**  
**7041/1K**

The making of a Superpower: USA, 1865–1975

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

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Mark scheme

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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.

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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 US foreign policy, from 1890 to 1917?

**[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.**

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:**

- throughout the 1890s, US foreign policy became much more interventionist
- by 1900, the US had begun to build an empire and was competing with European powers
- interventionism increased under Wilson and culminated in 1917 when they joined the First World War.

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

- the US was active in foreign affairs from 1890, from the Sino-Japanese War to the Spanish American War
- the US was expanding its interests in the Philippines, China and Panama
- Wilson intervened in Mexico and understood that the United States would have to join the war effort
- students may point out that, although US foreign policy did become more interventionist during this period, it was with hesitation and reluctance at times, for example the First World War.

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

- in the 1890s, the US tried to remain isolationist until forced to change its policy
- America disliked the idea of ‘empire building’ and would avoid taking new territory
- America remained neutral in foreign affairs until 1917.

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

- in the 1890s, US foreign policy was largely defensive and anti-imperialist. However, there were events, like Cuba, that drew a reluctant America into foreign affairs
- anti-imperialists, like William Jennings Bryan, led fierce debates between imperialists and anti-imperialists and although the US involved itself in wars, like Cuba and Panama, these issues were sold on economic grounds rather than territorial conquest
- Wilson campaigned in 1914 on a promise of the US remaining neutral and, even with the sinking of the Lusitania in 1915, remained that way until 1917
- although the United States did not build an empire, they were clearly becoming more involved in foreign policy issues which may affect American interests.

In arriving at a judgement as to which extract provides the more convincing interpretation, students might conclude that taken together, they provide a clear account of the debate that surrounded foreign policy between 1890 and 1917. The United States began to question isolationism at the start of 1890 and had steadily become more concerned with promoting and safeguarding its own interests.

**Section B**

**0 2** 'In the years 1865 to 1890, the American West remained lawless and deeply divided.'

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 in the years 1865 to 1890, the American West remained lawless and deeply divided might include:**

- the term ‘Wild West’ summarises the lawlessness of the West – there was little authority in the area. The West was largely out of reach of the federal government
- there were many divisions and rivalries between small farmers and the banks, railroad and land companies, and rival towns that sprang up in the new West
- there was an overriding division between white settlers and Native Americans. By 1890, tribal lands had been given to white settlers and Native Americans were confined to uneconomic reservations. This was a clear division of people and resources
- the closure of the frontier in 1890 did not end the growing social divisions within the West, in regards to African-Americans, immigrants, and women. There were approximately 17 males to one female, creating a real gender divide.

**Arguments challenging the view that in the years 1865 to 1890, the American West remained lawless and deeply divided might include:**

- by 1890, the American West was no longer an unfinished notion and no longer ‘wild’; territorial consolidation had been achieved which meant that law courts and sheriffs gradually established law and order by 1890
- for white settlers, the end of the Indian Wars in 1890 brought a sense of peace to them and their communities
- the creation of the transcontinental railways united communities in the West and smaller, once remote, towns felt connected
- groups like the Granger movement were formed to help farmers with loans and solidarity, and community groups worked together to settle the West.

Students may argue that socially, the West remained divided in terms of race, wealth and even gender. Although there was certainly a greater sense of peace and unity for white settlers, divisions and discrimination was still apparent for Native Americans and minority groups. However, they could also argue that by 1890, the West was certainly more unified politically and economically.

**0 3** 'In the years 1896 to 1912, Republican political dominance was due to the weaknesses of the Democratic Party.'

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 in the years 1896 to 1912, Republican political dominance was due to the weaknesses of the Democratic Party might include:**

- William Jennings Bryan split the Democratic Party by supporting progressive policies, which caused the more traditional party members to break away
- the Democratic Party was also split between the Northeast and South/Great Plains over the issue of 'free silver'
- in the 1904 election, there was opposition within the Democratic Party to both nominees; Bryan and Cleveland were unlikely victors against the Republican T Roosevelt
- it could be shown that, when the Democratic Party united behind Wilson in 1912, Republican support quickly drifted.

**Arguments challenging the view in the years 1896 to 1912, Republican dominance was due to the weaknesses of the Democratic Party might include:**

- the Republican Party was backed by big business and thrived due to a booming economy. They were eager to support, and benefit from, the foreign policy of the Republicans
- the Republicans benefited from a successful and shrewd campaigner; Mark Hanna. Hanna was a brilliant fundraiser, knew all about patronage, and used slick campaign methods
- the popularity of T Roosevelt made an election win for the Democrats impossible. His reputation for fighting corruption proved to be very popular with many voters
- the Republican Party benefited from African-American votes and urban voters due to their support of many Progressive reforms.

Students may argue that the impact of Republican foreign policy, such as the Spanish-American War, on the economy, as well as their domestic policies, appealed to both big business and workers, whereas the Democrats were associated with small town America only. The importance of individuals such as Mark Hanna, McKinley and Roosevelt may be highlighted.