

**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**

June 2024

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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

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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 the experience of immigrants in the USA in the years 1900 to 1920?

**[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 interpretations/arguments/views.

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

- that the period immigrants were attracted to the USA in large numbers was between 1900 and 1920 suggesting the USA was attractive to immigrants
- that immigrant manpower was key to the success of major industries and projects
- that immigrant labour was required all over the country by both old industries and new ones.

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

- the argument about the numbers of immigrants arriving is convincing and well supported by the statistics in the extract as well as wider statistical detail students may offer
- while Extract A implies that jobs for immigrants were available in a variety of different industries and across geographical regions this was not the case, most immigrants stayed in cities or moved into the mid-West to work in established industries like agriculture. Few were involved in the oil boom or gold rush
- the argument implies that immigrants often did manual work such as mining, gold digging, fruit picking or working on the railroads but that their wages still rose, this is supported by the growth of the wider economy.

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

- the extract argues that the immigrants who arrived in the period from 1900 to 1920 faced considerable prejudice and poor conditions
- Extract B argues that although some immigrants did rise up through society, they were in the minority
- Extract B argues that although large numbers of immigrants arrived many returned to their home countries.

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

- the influx of immigrants in the period 1900 to 1920 is well supported with nearly 15 million people arriving, mostly from Europe, in these two decades
- conditions were poor for the majority who faced both prejudice and terrible conditions as revealed in the work of muck-raking journalists like Upton Sinclair
- the argument that 32% of New York's Jewish and Italian immigrants rose above working-class status undermines the pessimistic argument of the extract
- the fact that many Italian immigrants returned home over a four-year period is not a convincing argument for the experience of all immigrants being poor in the two decades across the US.

In arriving at a judgement as to which extract provides the more convincing interpretation, students might conclude that Extract A paints a positive picture but glosses over many of the problems faced by immigrants whereas Extract B offers a more pessimistic look at the immigrant experience both in terms of those who stayed and those who returned.

**Section B**

**0 2** 'In the years 1865 to 1890, the West was entirely different from other regions of the United States.'

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 West was entirely different from other regions of the United States might include:**

- whereas the other states were well established in this period, 1865 to 1890 saw the creation of new Western states including Nebraska, Colorado, North and South Dakota, Montana, Washington, Idaho, and Wyoming
- in the West a battle was ongoing between federal forces and the native population which included horrors such as the killing of Lakota Sioux by the US Army in the Wounded Knee Massacre
- the South in this period was dominated by the events of Reconstruction and the de facto racism that remained a dominant factor, by contrast the West was far less segregated with up to 25% of cowboys being African-American
- the North was very different from the West with eight of the ten largest cities and an economy dominated by industrial production in contrast to the 'rugged individualism' and 'frontier spirit' of the West that manifested in ranches and cattle towns.

**Arguments challenging the view that in the years 1865 to 1890, the West was entirely different from other regions of the United States might include:**

- economic growth in the West was stimulated by the discovery of rich natural resources, this paralleled the growth elsewhere such as the discovery of gold in California or oil in Pennsylvania
- immigrants were as common in the West as they were elsewhere. Chinese and Irish immigrants worked on the transcontinental railroad and by 1880 the Chinese numbered 300 000, 1/10 of California's population
- the development of the railroads connected the West to other regions; the transcontinental railway was completed in 1869 and was built by three private companies which were provided with extensive US land grants from the government. The close ties between business and government were as prevalent here as elsewhere
- although the new political parties made some headway, the Democrats and Republicans still dominated politics with new states following a similar pattern to elsewhere (Democrat in the former South and Republican elsewhere).

Students might conclude that while the West was 'new' and had some characteristics that were distinct such as the ongoing battle against the Native Americans and the success of new political movements, the political and economic traditions of elsewhere in the USA were still prevalent, as was immigration.

**0 3** 'The growth of the oil industry was the most important reason for the development of the US economy in the years 1890 to 1914.'

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 growth of the oil industry was the most important reason for the development of the US economy in the years 1890 to 1914 might include:**

- the US became the leading global producer of oil in this period which contributed to lucrative exports
- oil production stimulated other industries, for example the automobile industry and, by extension, rubber, glass and roads
- discoveries of oil in the West and in the great plains helped drive immigration and enabled the rapid settlement of the mid-West and West
- the enormous wealth of oil barons such as JD Rockefeller was vital to the economic viability of the US when JP Morgan pooled the wealth of leading financiers to bail out the government after the panic of 1907.

**Arguments challenging the view that the growth of the oil industry was the most important reason for the development of the US economy in the years 1890 to 1914 might include:**

- the discovery of Gold in Klondike in 1896 and Nome in 1899 had a powerful effect on the US economy creating huge amounts of capital for investment
- the US had a growing and youthful population which provided both cheap labour and a large domestic market for goods
- the dominance of the Republican Party in this period helped grow the US economy through laissez-faire economic policies
- entrepreneurs and inventors such as Edison and Ford also contributed to the growth of the economy.

Students might argue that while the growth of the oil industry is probably the most compelling reason for the development of the US economy given the spin off industries it facilitated a host of other significant reasons for US economic success could be considered, most notably the influx of immigrants who provided cheap labour (and often valuable skills) and made the exploitation of the natural resources possible.