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# A-level HISTORY 7042/1K

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

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**Mark scheme**

June 2024

Version: 1.0 Final



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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** Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to US expansion in the years 1890 to 1920.

**[30 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:** 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 interpretations/arguments/views.

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

- Americans were 'brimming with optimism and exuberance' and felt that 'their ideals and institutions were the way of the future'
- the extract argues that the Spanish-American war did not herald a new era of expansion for the US but admits that the US did 'take a much more active role in the world' in the period
- the suggestion that McKinley was trying to popularise 'the expansionist doctrines of duty, dollars and destiny'
- the US was not a major player in world affairs in the period, partly because it did not spend time on the 'frantic scrambling for alliance' that the European powers indulged in.

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

- the argument that the Spanish-American war did not herald a new era of expansion is valid in terms of it being the only conflict the US was involved in where it acquired territory
- however, it can be argued that the US did join the First World War on the allied side which did lead to an expansion of economic interests. In addition, the acquisition of the Panama Canal zone can be seen as expansion into Latin America
- the argument that McKinley was trying to popularise 'the expansionist doctrines of duty, dollars and destiny' refers to, respectively, Kipling's concept of 'the white man's burden', the lure of overseas market and the longstanding idea of 'a manifest destiny' of the US to bring its way of business and government to the rest of the world. It is stretching credence to believe that this was McKinley's underlying grand plan
- the US took a more active role in the world in the period: the 1904 Roosevelt Corollary to the Monroe Doctrine, entry into the First World War and Roosevelt chairing negotiations between Russia and Japan all point to this
- this was a period of consolidation with efforts to solidify the US positions in Cuba, the Philippines, Hawaii and in Panama all taking place.

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

- the driving force behind American expansion was the increasing economic strength of the US
- this economic imperative was conflated with ideas of racial superiority and 'Manifest Destiny'
- any fears of encroachment on the Monroe Doctrine were exaggerated
- up until 1892 at the latest there was an argument put forward by some that US foreign policy interaction was so minimal that the State Department could have been disbanded.

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

- economic strength was increasingly reflected in a desire for a more adventurous foreign policy; at the turn of the century the US was the largest manufacturer of machinery and consumer goods and companies like Standard Oil and Singer were pressing for more governmental support
- the construction of the Panama Canal was entirely driven by economic considerations but required a far more assertive foreign policy, vindicating the argument in the extract
- there were ideological drivers for the US to become more assertive. 'Manifest Destiny' suggested that the push for new lands was an intrinsic part of the national psyche, however Manifest Destiny was far more wide ranging an idea than just economics
- the importance of the Monroe Doctrine had been exaggerated, the ease with which the US defeated the Spanish suggests that there was no threat from Europe.

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

- US expansion was driven by a desire to pacify farmers in the West
- the needs of farmers acted as the spur for them to become more politically active, resulting in the Populist Party movement led by William Jennings Bryan
- populism was a threat to the Republicans' traditional base of businessmen and farmers
- 'overseas economic expansion' was seen as a way that the Republican Party could appeal to both urban businessmen and hold a crucial segment of northern and midwestern farmers.

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

- the US was more involved in foreign affairs from 1890 onwards beginning with increased involvement in Hawaii and culminating in entry into the First World War
- the improvements in the speed of transatlantic trade and the growth of American industry meant there were huge opportunities for US businessmen and farmers globally that were not being met. Increased involvement would therefore have been popular with both groups
- the Populist Party did seem to be a significant threat to the Republicans. In the 1892 Presidential election, it won 8.5% of the popular vote and carried four Western states before merging into the Democrats
- the Republicans had dominated the presidency for much of this period and congress with it and were unlikely to take such a drastic decision because of the threat of the emergence of a small third party.

**Section B**

**0 2** 'Politicians failed to curb the power of Big Business in the years 1890 to 1914.'

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 politicians failed to curb the power of Big Business in the years 1890 to 1914 might include:**

- in the 1890s, Big Business increasingly used violence to break strikes despite it being illegal to do so, such as at the Pullman Strike, 1894; sometimes Federal troops were sent to aid the process
- despite the Sherman Anti-Trust Act of 1890, it still took 21 years to break up Standard Oil; the wording of legislation such as the Sherman Anti-Trust Act was ineffectual, and was easy for lawyers to evade
- figures like William Randolph Hearst could exercise huge influence over politicians through their newspapers which had huge circulations
- Big Business had powerful supporters in Congress which made political actions difficult.

**Arguments challenging the view that politicians failed to curb the power of Big Business in the years 1890 to 1914 might include:**

- the passing of the Sherman Anti-Trust Act, 1890, represented a challenge to Big Business
- the success of Eugene Debs, a four-time presidential candidate for the Socialist Party from 1904, helped to curb the power of Big Business through promotion of strike action
- legislation was passed that prevented corrupt Big Business practices such as the Pure Food and Drug Act of 1906, which created the FDA
- in 1911, the Supreme Court ruled that Standard Oil should be dissolved under the Sherman Anti-Trust Act. The passing of the Clayton Anti-Trust Act of 1914 further strengthened politicians' ability to hold Big Business to account
- Wilson's creation of the Federal Reserve in 1913 took power away from Big Business reducing government dependence on financiers like JP Morgan.

Students might conclude that though the situation had improved from the supine efforts of the Gilded Age, the huge resources wielded by Big Business still bought political influence in a variety of ways. However, the emboldened Presidencies of Roosevelt and Wilson, along with increasingly well-designed legislation had begun to turn the tide by the time the First World War began. Stronger answers may distinguish between curbing the power of Big Business at state and national levels.

**0 3** How significant was the role of US Presidents in the development of the American economy in the years 1920 to 1945?

**[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 role of US Presidents was significant in the development of the American economy in the years 1920 to 1945 might include:**

- Harding, Coolidge and Hoover all adopted a laissez-faire attitude to the economy, their decision not to interfere was key to the success of the free market
- Harding brought businessmen into government, such as Andrew Mellon, who continued under Coolidge. Mellon was a low tax, free marketeer who advocated for the rich
- Hoover was partly responsible for the depth of the Depression by sticking with the market as the solution and rejecting a Keynesian approach. Mellon was influential in his thinking
- Roosevelt's New Deal was vital to the Recovery. Through the creation of new government agencies Roosevelt was able to leverage the huge power of US government
- Roosevelt was also able to take advantage of the war, providing business opportunities through his willingness to supply the Allies.

**Arguments challenging the view that role of US Presidents was significant in the development of the American economy in the years 1920 to 1945 might include:**

- the legacy of the First World War was an important reason for the growth of the American economy in these years. The First World War served to boost US industrial and agricultural production and created an unassailable position for US business in subsequent years due to the damage done to European industry
- the profusion of new products produced by entrepreneurial Americans stimulated an economy that benefited from large scale employment during both wars and for the decade after the First World War
- immigration was another key factor in the development of the American economy. Immigrants brought a willingness to work hard for low wages and increased the market for US goods
- the Second World War was vital to the recovery from the Great Depression. As US industry geared up to be the 'Arsenal of Democracy', millions of new jobs were created even before the US entered the war in 1941.

Students are likely to conclude that Presidents were significant in the development of the US economy both for better and for worse but there were also other issues at play. The two world wars gave the US economy a competitive advantage and heightened demand, whereas during the 1920s the development of a consumer society and the benefits of immigration played vital roles.

**0 4** 'The African-American Civil Rights Movement was the most successful of the protest movements of the years 1954 to 1975.'

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 the African-American Civil Rights Movement was the most successful of the protest movements of the years 1954 to 1975 might include:**

- the African-American Civil Rights influenced the Supreme Court achieving a series of key victories in cases like *Brown v Board*
- the African-American Civil Rights movement succeeded in forcing the issue of rights onto the political agenda and keeping it there through tactics such as the Sit-ins and Freedom Rides
- the African-American Civil Rights Movement was the prime driver in passing the Civil Rights Act of 1964 and the Voting Rights Act of 1965; by outlawing discrimination based on race, colour, religion, or national origin, it covered far more than just African-American civil rights
- leaders such as King, Jesse Jackson and Malcolm X gained national profiles and influence which translated into political influence and bringing African-American grievances to the attention of politicians, both locally and nationally.

**Arguments challenging the view that the African-American Civil Rights Movement was the most successful of the protest movements of the years 1954 to 1975 might include:**

- the African-American Civil Rights Movement certainly prompted considerable political change in the period from 1954 to 1965 but after that point it fell from prominence and achieved little else
- other Civil Rights groups, inspired by the techniques of the African-American movement, achieved more in the subsequent decade through leaders such as Cesar Chavez in California and the American Indian Movement
- the anti-war protest movement was largely responsible for turning public opinion against the war in Vietnam, leaving Johnson and then Nixon with no choice but to seek an exit from Vietnam
- the Second Wave Feminist movement brought significant political change addressing custody laws, divorce law and abortion law
- youth culture was significant in creating a climate of protest through loose movements such as the Yippies whose mistrust was proved right with the Watergate scandal.

Students may conclude that the African-American Civil Rights Movement achieved the most tangible success in the period, especially in the years to 1965, but it could be argued that the greatest individual achievement was the ending of the Vietnam War which could be attributed in no small part to student protesters employing many of the techniques of protest pioneered by the likes of King, CORE and the SNCC.