

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 2020

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, 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.

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 experiences of African-Americans in the USA in the years 1890 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 interpretation/arguments/views.

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

- opportunities between 1890–1920 were abundant, especially in the cities, and provided more opportunity than rural life
- African-Americans moved to the cities, like Chicago, for well-paid jobs and higher wages
- African-Americans felt needed by the Northern industries and racism, like rioting, was virtually non-existent.

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

- from 1897 there was a substantial black migration to northern cities. Indeed, even Henry Ford hired African-American workers. The war brought about a new black consciousness and after the war, trade union leaders had success enrolling black workers and showing solidarity with them
- African-Americans who moved to the cities, especially in the North, found themselves, on the whole, on an equal footing with other migrants. An African-American middle class was beginning to develop and there was increasing social mobility
- however, Extract A seems overly ‘rosy’ in outlook. Between 1891–1911, the federal government was entirely controlled by the Republicans who did little to tackle racism. Although racial tension decreased during the war, it exploded again in 1919 with the ‘race war’ in St Louis.

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

- conditions in the South were harsh and unfair and, when African-Americans moved North, they were the victims of fear and racism
- over 90% of the black population lived in the South and were poor, illiterate and subjected to violence
- when African-Americans moved North, they were treated with suspicion and violence and this continued throughout the period.

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

- from 1890, the position of African-Americans, especially in the South, was deteriorating and with the 1896 Plessy V Ferguson and Jim Crow Laws, they lacked legal protection. This is symbolised by the regular occurrences of lynchings across the country between 1889 and 1920
- in 1900 there was terrible violence in New York and in 1908 there was a lynch mob in Illinois. The revival of the KKK in 1915, along with the riots of 1917, 1918 and 1919 showed that the growing tensions and violence were not over
- however, the interpretation is perhaps overly bleak and fails to recognise some areas of progress, like the Atlanta Compromise of 1895, where Washington stated that blacks and whites in the South should realise that they needed each other and that they should act in ways that would allow them to coexist. Also, it ignores the work of the NAACP during this period which committed itself to ending segregation.

In arriving at a judgement as to which extract provides the more convincing interpretation, students might conclude that Extract B is more convincing as, although it highlights that African-Americans moved North for higher wages and job opportunities, as shown in Extract A, the fear that they were taking away jobs from white people and the tensions this caused were largely entirely unresolved by 1920.

Section B

0 2 'The failure of Radical Reconstruction, in the years 1865 to 1877, was due to the weaknesses of the Federal Government.'

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 failure of Radical Reconstruction, in the years 1865 to 1877, was due to the weaknesses of the Federal Government might include:

- from the very beginning, the conflict between President Abraham Lincoln and the United States Congress during Reconstruction led to enduring conflict. It was clear that President Lincoln and Congress disagreed about the requirements and objectives of Reconstruction
- the Republican Party itself was divided. These tensions within the Republican Party, and the seemingly Southern leaning president, led to failure
- the Democrat Party, too, was divided and reports of widespread corruption within many branches of the Federal Government, along with excessive state spending and ruinous taxes, took efforts away from Reconstruction
- the constitution itself, and its inherent weaknesses, allowed Democrats to undermine efforts. The difficulties of governing in a separated and checked-and-balanced system often resulted in dysfunctional gridlock, where decisions were hard to carry out.

Arguments challenging the view that the failure of Radical Reconstruction, in the years 1865 to 1877, was due to the weaknesses of the Federal Government might include:

- de facto conditions of African-Americans prior to Radical Reconstruction were demeaning and derogatory, leaving them little better off than under the system of slavery. Thus, the efforts of Congress were limited in practice and undermined by white violence
- the economic difficulties caused by the 1873 Panic caused the North to divert its focus away from the South, while also undermining the economic progress made by former slaves and allowing white people to reassert their dominance in another way
- there was a white backlash which portrayed Reconstruction as an attack on the white power structure in the South. By disenfranchising former Confederate offices, a sense of resentment helped to spur a Democrat revival, which was aided by the activities of white 'secret societies' such as the Red Shirts and the KKK
- students may also take the view that Reconstruction was not a failure as the Union was restored under a federal union. Students may argue that Reconstruction fell short on its original aims but achieved much, in terms of settling national disputes and freeing slaves.

Students may argue that it was in fact a combination of economic and social factors, more than weaknesses of the Federal Government, which account for the failure of Radical Reconstruction. However, the lack of sustained political will on the part of both the Johnson and Grant administrations is certainly also true.

0 3 'US foreign policy remained isolationist throughout the years 1867 to 1902.'

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 US foreign policy remained isolationist throughout the years 1867 to 1902 might include:

- purchase of Alaska in 1867 was opportunistic rather than planned and could be argued to have been almost ‘given’ to the US from Russia (Russia feared it would be taken anyway and they wanted to improve relations with the US). Seward avoided conflict with France over Mexico in 1867. Also, tensions between Canada and US from 1871 were low and by 1902 border was peaceful
- there is an argument that America never sought any foreign engagement and could remain isolationist because it already had a huge amount of trade with Britain. They also remained isolationist because their geographical position separated and far removed them from Europe
- the Monroe Doctrine was a United States policy of opposing European colonialism in the Americas and after 1898 was reinterpreted in terms of non-intervention, i.e. Venezuela
- after the Philippine-American War, Progressives became increasingly vocal about their opposition to US foreign intervention and imperialism. Some argued that foreign ventures would detract from much-needed domestic political and social reforms
- students may argue that American isolationism did not mean disengagement from the world stage. Isolationists were not averse to the idea that the United States should be a world player and further its territorial, ideological and economic interests, particularly in the Western Hemisphere.

Arguments challenging the view that US foreign policy remained isolationist throughout the years 1867 to 1902 might include:

- between 1866 and 1871, there were raids into Canada by American unofficial militia and the Alaska Boundary Dispute suggested the US was not committed to isolationism
- 1890 saw the publication of Mahan’s ‘Influence of Sea Power’ which advocated a forward foreign policy and was openly expansionist
- the Spanish-American war is an example of when peace could have been negotiated but war was the preferred option. This led to the Platt Amendment which was used to justify intervention in other parts of Latin America
- Roosevelt’s ‘big stick’ approach relied on having strength to intervene in foreign affairs when needed and he often supported a break with the Monroe Doctrine, i.e. Panama.

Students may argue that the United States’ policy of non-intervention was maintained where possible and that although isolationism refers to America’s longstanding reluctance to become involved in European alliances and wars, America could still advance the cause of freedom and democracy by means other than war. However, students may argue that America began moving away from isolationism and adopted a broader, more interventionist policy to secure its own interests.