

AS

History

The making of a Superpower: USA, 1865–1975

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

Mark scheme

7041

June 2017

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 Assessment Writer.

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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June 2017

AS History The making of a Superpower: USA, 1865–1920

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

Section A

- 01** 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: 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.

In responding to this question, students may choose to respond to each extract in turn, or to adopt a more comparative approach to individual arguments. Either approach could be equally valid, and what follows is indicative of the evaluation which may be relevant.

Students must assess the extent to which the interpretations are convincing by drawing on contextual knowledge to corroborate or challenge.

Extract A: In their identification of Allen's argument, students may refer to the following:

- that Progressivism was concerned with a whole range of abuses and inconsistencies
- that Progressivism was about political corruption and other key issues
- the importance of Roosevelt to the appeal of Progressivism, for example in his attempts to regulate business and break up cartels and trusts.

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

- the many achievements in this period, notably anti-trust prosecutions, among them American Tobacco and Standard Oil
- some may challenge Roosevelt's role in the pursuit to regulate business and cut down unfair practices. He was unable to achieve more due to the growing divide in the Republican Party between Conservatives and Progressives
- that the Taft administration initiated nearly twice as many anti-trust lawsuits under the Sherman Anti-Trust Act, but his approach was much more low-key than the more flamboyant Roosevelt.

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

- the influence of muckraking journalists: Lincoln Steffens, Upton Sinclair and Ida Tarbell
- that by 1904 McClure's magazine was selling 750,000 copies per week and Colliers exceeded 1 million by 1912 significantly increasing public interest into political and business corruption
- the effect of important congressional legislation. These laws along with many others were passed due to the public outcry for reform.

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

- the view that investigative journalism initiated reform is a valid one and should be developed giving examples of notable legislative success, e.g. the Pure Food and Drugs Act (1906)
- students may argue however, that the extract is limited in that it fails to address other reasons for the appeal of Progressivism, e.g. fear of revolution
- some students may infer a significant impact made on Standard Oil, in reality it had little impact largely due to Roosevelt's belief that big business was essential for national prosperity.

Students may conclude the two extracts complement each other in that Progressivism was due to the wide-range of inefficiencies it fought to overcome. Some students, however, may challenge the view in the extracts, e.g. on the significance of Theodore Roosevelt, whose role (and achievements) were more modest than the extract suggests.

Section B

02 ‘Reconstruction failed to bring equality to African-Americans in the years 1865 to 1877.’

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 suggesting that Reconstruction failed to bring equality to African-Americans in the years 1865 to 1877 might include:

- African-Americans could only find work performing the most menial jobs, such as sharecropping or the lumber industry, and were often denied jobs solely on the basis of race
- work contracts were (more often than not) unfair and kept African-Americans legally obligated to circumstances very similar to slavery, restricting their movements and prolonging a cycle of poverty and dependence
- Radical Reconstruction resulted in many African-Americans facing intimidation and violence from racist extremists, especially the Ku Klux Klan
- Black Codes passed across the South in response to the Civil Rights Act of 1866, restricted African-Americans' freedom of speech, freedom of assembly and legal rights, and outlawed interracial marriage.

Arguments challenging the view that Reconstruction failed to bring equality to African-Americans in the years 1865 to 1877 might include:

- newly enfranchised African-Americans during the Radical Reconstruction period, gained a voice in government for the first time, winning election to southern state legislatures and the US Congress including two senators from Mississippi
- African-Americans had more control over their lives than under slavery, such as sharecropping farmers, who were now free from day-to-day supervision. Many freedmen moved elsewhere in search of family or because of dissatisfaction with the wages offered
- a number of African-Americans became doctors and lawyers and teachers taught at black colleges opened during the Reconstruction era, such as Howard University and the Hampton Institute.

Students might conclude that though there may have been some progress, Reconstruction failed to guarantee African-Americans civil rights. Southern state legislatures quickly passed 'black codes', imposed voter qualifications, and allowed the sharecropping system to thrive, ensuring that the standard of living did not improve for freed slaves. Ultimately, the rights promised to African-Americans during Reconstruction would not be granted fully for almost another century.

- 03** ‘The development of the American economy in the years 1890 to 1914 was due to the open immigration policy 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 suggesting that the development of the American economy in the years 1890 to 1914 was due to the open immigration policy of the United States might include:

- from 1900 there was a surge of immigrants from Southern and Eastern Europe who provided cheap, eager labour in industries such as the garment trade and construction
- increased consumption was responsible in helping American agriculture enter, in the late 1890s, a prolonged period of prosperity which was to continue until the First World War
- many skilled immigrants satisfied the heavy demand for engineers and technicians
- mass immigration meant expanding markets and dynamic growth in urban centres.

Arguments challenging the view that the development of the American economy in the years 1890 to 1914 was due to the open immigration policy of the United States might include:

- the key factor was the abundance of natural resources such as oil – a primary factor in industrial development as a source of energy
- the five transcontinental railroads in operation by the mid-1890s enabling the exploitation of resources in the west
- laissez-faire capitalism during the Republican era from 1896 to 1912
- the building of the Panama Canal increased trading opportunities with the Far East, especially for industries on the East coast.

Students might conclude that though the open immigration policy was pivotal in the development of the American economy, it was dependent upon a range of other supporting factors. Collectively these combined factors enabled the USA to experience rapid economic expansion.