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# AS HISTORY

Paper 1K The Making of a Superpower: USA, 1865–1920

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**Mark scheme**

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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 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.

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

## AS History Paper 1 Specimen Mark Scheme

### 1K The Making of a Superpower: USA, 1865–1920

#### 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 rise of American power in the early 20th century? | [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

- |            |   |              |
|------------|---|--------------|
| <b>L5:</b> | 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.   | <b>21-25</b> |
| <b>L4:</b> | 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. | <b>16-20</b> |
| <b>L3:</b> | 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.  | <b>11-15</b> |
| <b>L2:</b> | 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.  | <b>6-10</b>  |
| <b>L1:</b> | 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.  | <b>1-5</b>   |
|            | Nothing worthy of credit.   | <b>0</b>     |

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**Indicative content**

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

**Extract A:** Students could assess the extent to which the interpretation is convincing by drawing on contextual knowledge to corroborate as follows:

- the extract advances the view that it was under Roosevelt that the USA most effectively ‘trumpeted’ its imperial greatness and broadened its sphere of influence
- it reflects the turning point in American policy as Roosevelt transformed the Monroe Doctrine from a defensive idea to an expansionist one
- it identifies a wide range of American strengths in the ‘broad sphere of influence’
- students will be able to corroborate this by reference to Roosevelt’s vaunted ambitions for the USA.

Students could assess the extent to which the interpretation is not convincing by drawing on contextual knowledge to challenge as follows:

- it could be argued that isolationist attitudes were still strong (as hinted in Extract B) in the USA as evidenced by reaction to war in Europe; that Roosevelt’s ambitions had opponents
- it could be argued that the birth of American Imperialism began earlier in the Spanish American War and that direct rule over the Philippines led to a reaction on the part of some Americans to imperialism.

**Extract B:** Students could assess the extent to which the interpretation is convincing by drawing on contextual knowledge to corroborate as follows:

- the extract reflects the view that Theodore Roosevelt’s achievements were more image than reality
- it reflects a view that there were powerful constraints on American imperialism, both in military strength and in public opinion
- students could corroborate this by reference to Roosevelt’s exaggeration of power, whilst acknowledging that the Treaty of Portsmouth was significant.

Students might assess the extent to which the argument is not convincing by drawing on contextual knowledge to challenge as follows:

- it can be argued it underrates America’s position in the world, giving only the Treaty of Portsmouth as a significant achievement and ignoring many others. By the time of Roosevelt, US power had clearly developed as a result of the Spanish American war
- the phrase ‘typically ostentatious gesture’ might indicate an anti-Roosevelt bias and can be disputed because Roosevelt was a shrewd politician who worked hard to achieve his aims; he was not all ‘show’.

**Section B**

- |          |          |
|----------|----------|
| <b>0</b> | <b>2</b> |
|----------|----------|
- 'The end of Reconstruction by 1877 was due to the violence of the Southern segregationists.'

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**

- |            |  |              |
|------------|--|--------------|
| <b>L5:</b> | 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.   | <b>21-25</b> |
| <b>L4:</b> | 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.   | <b>16-20</b> |
| <b>L3:</b> | 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.   | <b>11-15</b> |
| <b>L2:</b> | 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. | <b>6-10</b>  |
| <b>L1:</b> | 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.   | <b>1-5</b>   |
|            | Nothing worthy of credit   | <b>0</b>     |

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**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 Southern violence was responsible for the end of Reconstruction might include:

- acts of violence prevented the policies of Reconstruction from taking effect: these included lynchings, intimidation to stop voter registration etc.
- the fear of violence was even more powerful than the actual use of physical force
- violence was promoted by influential organisations such as the Ku Klux Klan – and connived at by local governments. This meant many African-Americans just kept their heads down.

Arguments supporting the view other factors were more important might include:

- the personal role of President Andrew Johnson
- Northern radicals were weakened by accusations of corruption against the administration of Ulysses Grant
- the impact of the conservative majority in the Supreme Court
- Northern politicians just got tired of the struggle against Southern resistance and were not willing to enforce Reconstruction, certainly if that meant military force. The North was war-weary
- economic factors meant that African-Americans were trapped into share-cropping which was not much different than slavery. This undermined Reconstruction
- the most effective Southern resistance was peaceful, not violent.

- 0 3** 'It was mass immigration that brought about the rapid expansion of the American economy in the years c1880 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**

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**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 that support the view that immigration was responsible for the rapid expansion of the American economy in the years 1880 to 1914 might include:

- the influx of immigrants and the rapid population growth, ensured a never-ending supply of cheap, labour
- the labour force was flexible and exceptionally well-motivated
- mass immigration meant expanding markets and dynamic growth in urban centres
- immigration accelerated the opening of the American West.

Arguments that suggest other factors were more important might include:

- the real key to growth was immense natural resources
- economic liberalism was vital, opening the way for big capitalists to thrive unhindered
- technology was the key factor, especially in transportation and new industrial processes
- the rise of the American economy benefited from the long economic depression in Europe from the 1870s to the 1890s.





