

A-level
HISTORY
7042/1K

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

Mark scheme

June 2021

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, 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 changes in American society in the years 1945 to 1975.

[30 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:** 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 interpretation/arguments/views.

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

- issues of class and poverty were obvious from 1945 and although there were some anti-poverty measures in place, by 1975 they had failed to address the issues of inequality
- society was fragmented, and Americans did not realise the scale of poverty in America
- anti-poverty programmes did help but did not do enough and did little for central cities and rural areas
- by the 1970s, American society was wary, and inequality had not been eliminated.

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

- despite the prosperity of the post-war era, a significant minority of Americans continued to live in poverty by the end of the 1950s and, by the end of the 1960s, one-fifth of the population could not survive on the income they earned
- in 1968, the divide between African-American wealth and white wealth was significant. For example, 23% of black families lived below the poverty level, compared with 9% of white families. The farm population shrank steadily as families moved to urban areas, where they earned a higher standard of living
- students may argue that the extract is too negative – poverty declined sharply in the 1960s as the New Frontier and Great Society especially helped older people
- the growth rate of the population during the 1970s was one of the lowest in US history, showing that the confidence felt in 1945 was over.

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

- the period was one of prosperity and social progress. Even though there was social dissent in the 1960s, traditional values remained and barriers stopping progress were largely addressed or removed
- the middle class was growing, and capable of achieving ‘the Dream’, and suburbia was booming
- anti-poverty programmes and civil rights took major steps forward and helped to end inequality
- Nixon was elected to restore social order and the 1970s saw the first real progressive reforms for decades.

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

- the American Dream was attainable for many, thanks to the growth of the middle class and the suburbs. The period 1945 to 1964 was a time of high economic growth and general prosperity. Suburbia encompassed a third of the nation’s population by 1960
- traditional family values persisted – suburban life style centred around children and housewives, with the male breadwinner commuting to work. The post-war economic boom produced mighty changes in American society
- there was significant progress in the 1960s to bring in welfare reform, for example, Johnson used the full powers of the presidency to ensure passage of the Civil Rights Act of 1964

- Nixon was voted in due to the growing distaste for protests, often seen as the ‘law and order president’. By 1975, there was a growing backlash against youth culture and the country had a more socially conservative mood
- as the extract suggests, this is perhaps a rose-tinted view of the period and reflects mainly ‘middle America’ and not American society as a whole.

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

- this period reflected mass social change and protest, the likes of which had never been seen before
- all sections of society were fragmented and the 1960s and 1970s especially, were stormy
- social divisions were caused by both/either growing wealth and greater parental freedom and/or a rebellious youth
- the Vietnam War fuelled protest, and through the 1960s and 1970s protest continued.

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

- in the post-war years, America was so diverse, with many regional, ethnic and class differences, and such wide disparities in prosperity and attitudes, that a united society was elusive. McCarthyism was divisive for society and the 1950s saw mounting social pressures and the growth of the civil rights movement
- the tide of youth protest that hit American society in the 1960s was still running in 1975 and had broken up into divergent streams
- the role of women in the post-war decade was contradictory and complex and the 1950s was marked by women pushing back at traditional roles. ‘Second Wave Feminism’ was also still prominent in 1975
- in the late 1960s and early 1970s, there were social tensions and cultural wars which were exacerbated by the Vietnam War. The age of youth culture was also the age of protest
- between 1945 and 1975, America was torn between powerful currents of social change and those wishing to return to conservative traditional values. Although society was not at ease, many Americans looked back at 1945 with nostalgia.

Section B

- 0 2** To what extent was there effective cooperation between President and Congress in the years 1865 to 1890?

[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 there was effective cooperation between President and Congress in the years 1865 to 1890 might include:

- there was cooperation during Radical Reconstruction. For example, Congress approved Lincoln's 13th Amendment in 1865 and also worked with Lincoln to introduce the Freedman's Bureau. Indeed, the 14th and 15th Amendment also received Congressional and Presidential support
- even during numerous scandals, Congress worked with the President. For example, during Grant's term, it was difficult for Congress to work with a President laden with scandal, but they did and in 1871, Congress authorised Grant to create the Civil Service Commission
- during the Gilded Age, the Republican Party dominated the Presidency and the Congress for most of these years which provided some degree of cooperation, ie they passed the Pendleton Civil Service Act
- in foreign affairs, Congress and President worked well together. For example, Roosevelt worked with Congress to strengthen the US Navy, which they believed would deter potential enemies from targeting the country
- towards the end of the period, both worked together and moved away from laissez-faire. For example, both worked together in addressing the question of Chinese exclusion and in 1888, Congress took exclusion even further with Presidential approval.

Arguments challenging the view that there was effective cooperation between President and Congress in the years 1865 to 1890 might include:

- the US Constitution was designed to create a see-saw struggle between President and Congress. Congress passed acts to make the President subordinate to Congress, such as the Tenure of Office Act
- problems between Congress and President were long-running and deep-seated. At the time of Lincoln's assassination, the President and the Congress were at loggerheads over Reconstruction
- various presidential scandals destroyed the relationship between President and Congress. By 1873, public confidence in government rule and Congress had reached its lowest ebb when Republicans in Congress demanded his impeachment
- political patronage also caused divisions between Congress and President. The President would appoint advisors without congressional approval and who were supporters of the President. By 1890, less than 5 major bills had made it through Congress to the President's desk.

Students may conclude that the periodic tug-of-war between the President and Congress is one of the Constitution's core aims. Whilst there was tension and, at times, outright conflict, especially in the running of domestic affairs, and dependent on individual presidents, Congress and President were much more united regarding foreign policy.

0 3 'Populism had significant influence on national politics in the years 1890 to 1912.'

Assess the validity of this view of Populism.

[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 Populism had significant influence on national politics in the years 1890 to 1912 might include:

- the People's Party was founded in 1890 by leaders of the Populist movement. It fielded a candidate in the US presidential election of 1892 and the Populist Party enjoyed early electoral success. In 1892, the Populists drew over a million popular votes for their candidate
- due to the mass appeal and influence of the Populist movement, the Democratic Party began to champion many of its policy goals. In the 1896 presidential election, the Democrats nominated William Jennings Bryan as its candidate, and the Populists agreed to support him
- the Progressives, 1900–1912, adopted many of the aims of the Populist Party. Also, Populism brought ideas like reforms in the civil services which Roosevelt incorporated into his policies, as did Wilson in 1912 with bank reform
- whilst the Populists failed to win national office or displace either or both of the major parties, they had a significant influence on the American political and governmental systems. Many of the Populist demands, which were viewed as radical and extreme in the 1890s, were enacted shortly thereafter.

Arguments challenging the view that Populism had significant influence on national politics in the years 1890 to 1912 might include:

- there was difficulty breaking voters' attachments to the Republican and Democratic parties, even when they had policy differences with them. This was especially true during the Gilded Age. The Populists also had to battle the frame of mind of many voters that voting for a third-party candidate was equivalent to throwing one's vote away, so in this respect they made few gains in national politics
- Populists had great difficulty in shaking the radical image they seemed to project to many American citizens. For example, leading progressives, such as Theodore Roosevelt, were all seen as vehement enemies of Populism and ignored many of their policies
- the Populist movement never really recovered from the failure of 1896, and national fusion with the Democrats proved disastrous to the party. In the Midwest, the Populist Party essentially merged into the Democratic Party before the end of the 1890s so had little influence on its own
- between 1900 and 1912, the Populists were unable to gain major financial support to promote their agenda and progressives feared the popular democracy that Populism offered. By 1912, Populist activists had retired from politics.

Students may conclude that Populism was influential, especially within the Democrats and the Progressives. It had strong support in the South, the Western Plains, and the Rocky Mountains. However, students may note that when the Democrats joined forces with the Populists and supported many measures associated with them, by 1912 they had disappeared as a distinctive force.

- 0 4** In the years 1920 to 1945, to what extent was FD Roosevelt's approach to international relations different from that of his Republican predecessors?

[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 in the years 1920 to 1945, FD Roosevelt’s approach to international relations was different from that of his Republican predecessors might include:

- unlike the Presidents of the 1920s, who favoured a ‘return to normalcy’, Roosevelt was an ardent internationalist and believed that many of the issues within the United States could be solved through a strong international agenda
- Roosevelt dramatically altered America’s relationship with the Soviet Union, which had been largely hostile throughout the 1920s, establishing official ties between the two nations
- Franklin D Roosevelt bent and broke laws in supporting Britain and America’s other allies while claiming neutrality domestically and abroad. His moves were aggressive and pushed boundaries
- despite the policies of his predecessors and the government’s commitment to neutrality as the Second World War began, FD Roosevelt worked resolutely to enact the programme of Lend-Lease
- FD Roosevelt’s commitment to international cooperation came with his fight for ‘collective security’. For example, in 1935 he fought for US membership in the World Court. FD Roosevelt played a key role in creating the United Nations and by 1945, America was firmly involved with European affairs.

Arguments challenging the view that in the years 1920 to 1945, FD Roosevelt’s approach to international relations was different from that of his Republican predecessors might include:

- students may argue that foreign policy was similar throughout the period. American foreign policy was far from isolationist in the 1920s and was equally engaged in world affairs throughout FD Roosevelt’s period in office. Although the United States did not join the League of Nations, it did cooperate with international agencies throughout the 1920s and into the 1930s
- in the 1920s, the United States was concerned about the growing military power of Japan yet little was done; the Roosevelt administration proved no more willing in the intervening years to actively oppose Japanese aggression. Instead, like others before him, Roosevelt merely refused to recognise Japanese control of Manchuria
- during the late 1920s, foreign policy leaders started to argue for a softer tone in US relations with Latin-American nations. This was carried on through FD Roosevelt when he supported the 1933 Pan-American Conference resolution
- students may argue that it was actually due to Hoover’s ‘Good Neighbor policy’ which established a solid foundation on which FD Roosevelt could build
- in the 1930s, when Europe and Asia descended into diplomatic crises and wars, FD Roosevelt echoed the 1920s ‘isolationist’ attitude. For example, neutrality Acts were passed that forbade American involvement in foreign conflicts. FD Roosevelt more often than not proved unwilling to buck isolationist sentiment.

Students may conclude that Roosevelt believed the US had an important role to play in the world but that throughout most of the 1930s he was forced to follow the ‘isolationist’ foreign policy of the 1920s, until the bombing of Pearl Harbor in 1941.