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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 2022

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.

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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 American society in the 1920s and 1930s.

**[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:**

- the 1920s saw the emergence of new identities, new technology, and greater spending
- it was also a period of new wealth and spending, with big business now focused on leisure and entertainment
- Americans moved from the countryside to cities, which were diverse in culture and prosperous, with a consumer boom fuelling their growth
- the 1930s saw economic opportunity, and included a positive change in the lives of African-Americans.

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

- the 1920s were a decade of innovation and consumer items, such as the radio. Some Progressive policies also saw change, ie votes for women
- Americans were able to spend their money, or purchase on credit, new technologies such as cars and were eager to move into cities like Chicago and New York
- there was a social mix in the big Northern cities and there was economic growth, even in the West. Students may point out however, that this is an overly generous view of the 1930s. There was a growing divide between rich and poor. The purchase of radios and cars in the 1930s was mainly by wealthy families unaffected by the Depression
- the Great Depression did bring new economic opportunity for some Americans, for example buying stocks and shares for a fraction of the price. It may be pointed out that this, however, was at the expense of those Americans who had 'lost' during the Depression.

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

- the 1920s were turbulent and fraught with division, especially regarding immigrants and immigration
- there was a class war as well as a race war in the form of the KKK
- segregation and discrimination remained in this period and prosperity was not equally shared
- the role of women remained traditional and the feminist movement was only for the wealthy.

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

- there was a clash of values in society in the 1920s, as highlighted by the Sacco and Vanzetti case and the Scopes Trial
- the social and economic gulf between countryside and city widened, with farmers suffering the most, and the differences of race, religion, culture, were highlighted by the Depression
- although the KKK had largely diminished by 1925, resentful feelings towards African-Americans and immigrants, especially amongst small-town white protestants, remained strong
- throughout the period, although there were societal gains for women, such as being able to work, vote, and even wear trousers, the traditional view of a woman's role remained pervasive, especially in poorer working-class districts.

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

- there was a flourish of new, creative ideas and society was transformed, with more liberal attitudes
- due to more Americans living in the city, there was a rise in speakeasies, gangsterism, and jazz clubs
- African-Americans expressed their culture in the music and entertainment industry and there was a growing civil rights agenda amongst the black community
- FDR championed diversity and change within his administration.

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

- the prosperity experienced in the 1920s did indeed change traditional social and cultural views, such as the emergence of Flappers and Jazz music, although they were not approved by all Americans
- millions of Americans ignored the law and frequented 'Speakeasies' and new artists like Louis Armstrong and Duke Ellington brought African-American culture to a wider audience
- it may be argued that urbanisation from immigration and African-American migration brought increasing tensions and backlash, and groups like the KKK had a lasting impact, particularly in the South. Whilst the NAACP did campaign for rights, Roosevelt was unwilling to openly support African-American advancements
- FDR did indeed employ a fresh and youthful administration that was diverse in age and gender, for the time. He faced criticism from the more conservative members of his party. However, it may be argued that due to the devastating effects of the Depression, he was forced to be more optimistic and liberal than usual.

**Section B**

**0 2** 'The years 1865 to 1896 were a time of significant progress for former slaves in America's southern states.'

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 years 1865 to 1896 were a time of significant progress for former slaves in America's southern states might include:**

- the 13th, 14th and 15th Amendments were important legal decisions that gave African-Americans legal rights, from freedom in states, to the right to vote and equal citizenship
- about 4 million slaves were freed and to help them to get set up, the Freedman's Bureau was set up by the federal government in 1865
- the power of the KKK was weakened. The federal government passed laws which protected the rights of African-American voters and, in 1871, President Grant prosecuted a number of KKK members in South Carolina
- there were some cultural developments for African-Americans in the South as well. A number of African-American Churches formed, especially Baptist. Another area of progress was education. The government made the first state school systems and throughout the 1880s and 1890s, some Southern states, like Georgia, became leading centres of black education.

**Arguments challenging the view that the years 1865 to 1896 were a time of significant progress for former slaves in America's southern states might include:**

- the Freedman's Bureau was limited because there was a shortage of money and it was shut down in 1872 due to pressure from Southern politicians
- even though the amendments were passed, they were ignored in a lot of ways. Some Southern States wrote specific laws called 'Black Codes', which undermined the amendments
- in 1877, the Democrats took power back from the Republicans. They stopped a lot of the progress in the South, including schools
- the introduction of the Jim Crow Laws in the 1880s, and the Plessy V Ferguson ruling of 1896, was a massive setback to progress for African-Americans in the South.

Students may argue that the reality was that there were severely limited structural and attitudinal changes in the South. Although African-Americans were 'free', their political rights were quickly curtailed by Jim Crow and they suffered increasing social and economic constraints in the South.



**0 3** To what extent was Wilson’s New Freedom a continuation of Theodore Roosevelt’s reforms?

**[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 Wilson’s New Freedom was a continuation of Theodore Roosevelt’s reforms might include:**

- they both continued to try to change the status quo when it came to how government, the economy, and society operated and interacted
- they both enacted and/or supported major regulatory reforms: Wilson carried on Roosevelt’s reform for the regulation of big business. Roosevelt supported the Sherman Anti-Trust Act of 1890 and passed the Department of Commerce and Labor, and Wilson set up the Federal Trade Commission in 1914
- Roosevelt supported protection for workers against unjust employers and Wilson continued this theme
- Wilson persuaded Congress to pass many of Roosevelt’s major progressive reforms, for example Roosevelt supported female suffrage and Wilson changed his position to support the 19th Amendment
- in Wilson’s second term, he increasingly modified his approach so that it became more like Roosevelt’s idea of active federal intervention used to promote social justice.

### **Arguments challenging the view that Wilson’s New Freedom was a continuation of Theodore Roosevelt’s reforms might include:**

- Wilson’s progressive ideology was different in emphasis from Roosevelt’s – Wilson believed in a return to freedom for small business and open competition
- Roosevelt campaigned for a broad programme of social welfare whilst Wilson shunned social welfare proposals
- although Wilson and Roosevelt agreed that economic power was being abused by trusts, Wilson and Roosevelt were split on how the government should handle this
- New Freedom and Roosevelt’s reforms differed primarily in their views of federal governmental power. Roosevelt wanted to use it while Wilson did not. Although Wilson built upon the example of Roosevelt, his administration fundamentally altered the nature and character of the presidency
- President Wilson opposed Roosevelt’s expansionist ideals and worked diligently to reverse foreign policy aims and remove American investments abroad.

Students may argue that although Wilson was a progressive, his approach was different from Roosevelt’s. His New Freedom promised less federal intervention in business and a return to such traditional Democratic policies as a low tariff. However, Wilson managed to blend Roosevelt’s reforms into his New Freedom, so there were clear similarities and cross-overs.

**0 4** 'In the years 1945 to 1968, the growth of the US economy was entirely due to an increase in consumer demand.'

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 in the years 1945 to 1968, the growth of the US economy was entirely due to an increase in consumer demand might include:**

- after the Second World War, jobs were plentiful, wages were higher, and young Americans were eager to spend their money
- in the 1950s, the American consumer was praised as being 'patriotic' and contributing to the success of America. New buying schemes, such as credit cards, were introduced to help the consumer spend money
- Americans invested in more consumer items which benefited the family. For example, cars, televisions, and vacuum cleaners, which created an economic boom
- with more children being born, consumers started a housing boom, stimulated in part by easily affordable mortgages for returning servicemen, which fuelled the expansion.

**Arguments challenging the view that in the years 1945 to 1968, the growth of the US economy was entirely due to an increase in consumer demand might include:**

- world trade increased after the Second World War and American exports continued to grow, fuelling growth
- American aid to Western Europe under the Marshall Plan of 1947 benefited the American economy, as did increased military spending
- the governments during this period helped economic growth by increasing the minimum wage and providing federal aid to 'depressed' areas
- Johnson's 'War on Poverty' saw economic expansion continue unchecked, with unbroken growth until 1968.

Students may argue that economic growth was driven by growing consumer demand as Americans were more than happy to spend money they had been unable to during the Second World War. Students could also argue that, as well as the continuing expansion of the military-industrial complex, presidents, such as JFK and LBJ, introduced policies to redistribute wealth, which allowed the economy to grow.