
AS

History

Paper 1K The Making of a Superpower: USA, 1865–1920
Additional Specimen Mark scheme

Version: 1.0

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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AS History Paper 1 Specimen Mark Scheme

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

Section A

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|---|---|---|------------|
| 0 | 1 | With reference to these extracts and your understanding of the historical context, which of these two extracts is more convincing in explaining the position of African Americans in the South in the years 1865 to 1910? | [25 marks] |
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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

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| 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 Zinn's arguments, students may refer to the following:

- the view that the advances made by African Americans after the Civil War and emancipation was gradually whittled away by the backlash from southern whites and by the slackening interest of northern politicians
- the argument that practical economic realities were more important than constitutional amendments.

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

- Zinn's references to 'southern white oligarchy' and to 'northern politicians weighing advantage' may be challenged as one-sided
- contextual knowledge of the economic progress made by some African Americans might be used to challenge the negative overall view.

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

- the strong claim that the 'familiar' view African Americans hardly gained at all from Reconstruction is 'unwarranted'
- the range of examples given to show progress: such as rising living standards and the growth of African American land ownership and small businesses.

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

- the reference to 'economic studies' suggests a strong evidence base for the detailed claims made about increases in income, land ownership and businesses
- contextual knowledge of the poor living conditions of sharecroppers might be used to challenge the positive impression given by Jones.

Students may conclude that, e.g. Jones convincingly challenges a 'familiar generalisation', or may argue there is no major disagreement and that the sources complement each other on the Reconstruction era and the re-establishment of white dominance in the South. Jones may be seen as taking a more objective approach than Zinn; with a balance of specific knowledge looking at both sides of the issue.

Section B

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| 0 | 2 |
|----------|----------|
- 'In the years 1888 to 1900, the Democratic Party was badly weakened by the rise of Populism.'

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

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| 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 in the years 1888 to 1900, the Democratic Party was badly weakened by the rise of Populism, might include:

- Bryan had many virtues but he was a serial loser, defeated in 1896, 1900 and 1908. The special timing of circumstances that led to the Populist leader becoming Democratic candidate in 1896 gave the party an unelectable candidate
- Populism was a powerful political force but was strong in the West and parts of the South. Bryan could not win states anywhere else
- the economic beliefs of Populism, free silver and bimetallism, had little appeal in urban America. Divisions within the Democratic Party made it hard to combat McKinley
- Populism faded away quite quickly from 1896
- Populism was linked to pacifism and anti-imperialism; but the mood of the country in 1900 was strongly supportive of the Spanish American War and of Theodore Roosevelt.

Arguments challenging the view that in the years 1888 to 1900, the Democratic Party was badly weakened by the rise of Populism, might include:

- Republican political dominance was likely to overpower the Democrats anyway; there were many positive reasons why the Republicans held the presidency from 1896 to 1912, such as the role of Hanna, backing from big business and success in the war against Spain
- the Democratic Party depended on sectional interests; it was not easy to weld these interests together in a national coalition Cleveland was associated with the pro-business Bourbon Democrats in a divided party
- the Democrats were fatally weakened by the financial panic of 1893 and the recession that followed
- the fact that Bryan was able to emerge as the candidate at the 1896 nominating convention in Chicago was due to the mess the party was already in.

Students may conclude that Populism did divide and weaken the Democratic Party but there were other factors which weakened it not least the diverse nature of its support and the importance of sectional politics.

Section B

- 0 3** 'Between 1890 and 1920, the foreign policy of the United States continued to be dominated by isolationism.'

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

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|------------|--|--------------|
| 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 between 1890 and 1920, the foreign policy of the United States continued to be dominated by isolationism, might include:

- there was still strong isolationism through the period from 1890 to the First World War, such as the Anti-Imperialism League and the reluctance to become involved in war between 1914 and 1917. Wilson himself was an isolationist until then
- there was continuity in US policies towards Latin America; this was not thought of as expansionist but almost a question of 'internal' affairs and the continuing belief in the Monroe Doctrine
- the United States did come under pressure to move away from isolationism because of the growth of American economic power and influence and the need for strategic power to defend it; but US policy tried to keep this trend to a minimum
- Wilson's Fourteen Points and his differences with Britain and France at the Paris Peace Conference showed the continuity of American hostility to colonialism and Great Power diplomacy
- Harding's election was a rejection of Wilson and the League; the strength of support for 'normalcy' showed how strong the underlying currents in favour of isolationism actually were.

Arguments challenging the view that between 1890 and 1920, the foreign policy of the United States continued to be dominated by isolationism, might include:

- there was a considerable increase in US naval power in the 1890s pushed forward by people like Mahan and Theodore Roosevelt as secretary to the navy
- the war against Spain was strongly supported by some politicians and the 'yellow press'; the acquisition of new territories in the Pacific was overtly imperialist
- Theodore Roosevelt's two terms as President saw major foreign policy developments such as the Platt amendment, the Panama Canal and the Open Door policy; Wilson continued an interventionist policy in Latin America
- US industry and banking was closely involved in providing arms and supplies for Britain and her allies between 1914 and 1917; this led naturally into the rise of the US as a world power in 1917–1919
- there was a major national debate about 'Wilsonism' in 1919 and 1920 – everyone knew that the shift in opinion back towards Harding and 'normalcy' was something significant.

Students may conclude that isolationism remained a very strong force and that whilst it was seriously challenged before the First World War, the experience of this war led to its resurgence at the end of the period.