



AS

History

The making of a Superpower: USA, 1865–1975
7041/1J From Civil War to World War, 1865–1920
Mark scheme

7041
June 2016

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 2016

The making of a Superpower: USA, 1865–1975

AS History 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 the reasons for American ‘imperialism’ in the years 1890 to 1914? **[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 Jones’s argument, students may refer to the following:

- the extract argues that an influence on the growth of imperialism was Mahan’s book, ‘The Influence of Sea Power on History’, which argued that sea power was the foundation of national greatness
- it also argues that the need to become a naval power required the acquisition of bases and colonies to support the navy
- the extract suggests that Mahan’s ideas were soon taken up by leading US politicians.

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

- there was significant development of the US navy in these years, leading to it becoming the third largest sea power by 1914, having been the tenth largest in the mid nineteenth century
- the claim relating to the ambitions of Roosevelt does have validity, e.g. he was directly involved in the Spanish-American War and the Roosevelt Corollary in 1904
- in the years following the book’s publication, the USA did expand overseas, notably in the Caribbean, the Americas and the Pacific
- students may argue that the extract is limited in that it has a narrow expansion around naval expansion and ignores other key reasons, economic and political, for the growth of ‘imperialism’.

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

- the extract argues that the traditional policy of isolationism was becoming unsustainable and that varied reasons existed for the eventual policy of imperialism
- the unsustainability of isolationism was the result of the development of industrialisation and mass global communications which made isolationism increasingly unsustainable
- the extract cites two key causes of imperialism: economic strength and the need for markets and the popularity of the ideas of Social Darwinism at the end of the nineteenth century.

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

- the USA’s move away from isolationism was a matter of urgency as the need for new markets could only be met by an ‘Open Door’ policy
- numerous examples could be provided of the rapid industrialisation of the USA in the period and the need for ever more markets for US products, thus supporting the argument
- it was the case that some abroad looked to the USA to take on what Kipling referred to as the ‘White man’s burden’ (directly addressed to the USA), reflecting some support for Social Darwinism
- it probably overstates the importance of Social Darwinism: the motivation of politicians like Roosevelt was more complex and was multi-faceted.

Students may conclude that Extract A has a relatively narrow focus, but the development of the US navy and the acquisition of colonies offers support to the argument. Extract B offers a wider range of reasons but perhaps overstates the extent to which isolationism was abandoned and overstates the importance of some of the reasons advanced. Any well-supported judgement should be appropriately awarded.

Section B

- 02** 'Divisions within the Democratic Party enabled the Republican Party to dominate US politics in the years 1896 to 1912.'

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 divisions within the Democratic Party did enable the Republican Party to dominate US politics in the years 1892 to 1912 might include:

- in successfully calling for repeal of the Purchase Act, Cleveland split the Democratic Party down the middle thus losing the support of western and southern Democrats, who thereafter looked upon Cleveland as more Republican than the Republicans
- William Jennings Bryan's support for populist causes continued to isolate many traditional Democrat politicians
- Cleveland's handling of the Pullman strike alienated many northern workers from the Democratic Party.

Arguments challenging the view that divisions within the Democratic Party did enable the Republican Party to dominate US politics in the years 1892 to 1912 might include:

- the significance of the politically shrewd Mark Hanna in the 1896 election
- the return of economic prosperity and recent victory in the Spanish–American War helped McKinley score a decisive victory in the 1900 election
- the popularity of Theodore Roosevelt was difficult to overcome
- Republican popularity with big business, urban voters and African-Americans since the end of the Civil War.

Stronger responses will illustrate the impact of events such as the Spanish-American War on the economy appealing to both big business and working men making a distinction between this and the Democrats who were associated with small town America, farming and the unpopular Silver issue. Some may stress the importance of key individuals such as Mark Hanna, McKinley and the popularity of Roosevelt and that Republicans were more in tune with the changing times through issues such as Progressivism.

- 03** ‘The rapid growth of the US economy in the years 1865 to 1890 was due to the expansion of the railroads.’

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 rapid growth of the US economy in the years 1865 to 1890 was due to the expansion of the railroads might include:

- completion of the Transcontinental Railroad in 1869 provided the links that allowed the creation of a national market and a production boom
- industries such as steel manufacture could now gain easier access to both iron and coal – previously steel could only be manufactured in areas which had easy access to both raw materials
- railroads were significantly cheaper than alternative forms of transport such as roads and could carry considerably more
- they substantially accelerated the populating of the West which led to rapid cultivation of new farm lands and increased agricultural output.

Arguments challenging the view that the rapid growth of the US economy in the years 1865 to 1890 was due to the expansion of the railroads might include:

- the abundance of natural resources within America's borders
- mass immigration and rapid population growth, provided cheap, eager labour, many of whom were skilled with both technological and managerial experience
- new processes for making steel and chemicals such as dyes and explosives were invented which helped the USA leap ahead of Britain for first place in manufacturing output by the 1880s
- the Banking Acts established a system of credit that made it easier for businesses to get loans, whilst at the same time inflation allowed industrialists to free themselves of debts.

Good answers will need to show analytical depth and the ability to make differentiated judgements, such as the extent to which the impact of the railroads was interrelated with other factors.