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# AS HISTORY 7041/1K

The making of a Superpower: USA, 1865–1975

Component 1K From Civil War to World War, 1865–1920

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Mark scheme

June 2019

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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System Name	Description
?	Questionable or unclear comment or fact
^	Omission – of evidence or comment
Cross	Inaccurate fact
H Line	Incorrect or dubious comment or information
IR	Irrelevant material
SEEN_BIG	Use to mark blank pages or plans
Tick	Creditworthy comment or fact
On page comment	Use text box if necessary to exemplify other annotations and add further comment. <b>Always</b> provide a text box comment at the end of each answer.

## 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, i.e. 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.

## The making of a Superpower: USA, 1865–1975

### 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 impact of the railways in the second half of the 19th century? **[25 marks]**

*Target: A03*

*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 Brinkley’s argument, students may refer to the following:**

- railways had a very positive effect on the economy, helping all sections of industry
- farms and towns, various signs of economic activity, sprang up wherever the railway went
- the railway had created new and successful industries.

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

- in 1865 there was only 35,000 miles of track but by 1890, this increased to over 200,000 miles of track, stretching over the country
- American industry was bound together by vital rail lines, such as the New York Central and the Pennsylvania Railway. Railways were the spearhead into the West, with the Northern Pacific completed in 1883
- railways were vital for supplying factories with raw materials and for distributing the finished product – they remained important to the growth of the steel and oil industry.

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

- the construction of the railway secured the boom but had a negative impact
- the government allowed railway companies to remain unregulated and did not support workers’ rights
- farmers, in particular, felt abused by the railway companies and campaigned for greater government involvement.

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

- the railway boom was often chaotic and was the making or breaking of big cities and small towns, e.g. Chicago outstripped St Louis because of its rail connections
- railway companies were the all-powerful bullies of big business, like Vanderbilt. They eliminated competition and bought up vast amounts of real estate. The level they set the freight rates at dictated the fate of many industries
- farmers became increasingly outspoken about corruption associated with the railways, especially after the Panic of 1873. They blamed railway companies for the high costs of farming, especially in the West, and over-production of goods. Farmers, especially, despised the railways, which charged far higher rates in the West than in the East.

In arriving at a judgement as to which extract provides the more convincing interpretation, students might state that both extracts, taken together, provide a balanced view of the impact that the railways had. Whilst they did stimulate new industry and create opportunity, it was not consistent and the prosperity

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was not shared equally. However, students may argue in favour of one extract rather than the other, and highlight counter-evidence for each source. Credit should be awarded accordingly.

**Section B**

- 02** 'Economic and social divisions between the North and the South were resolved in the years 1865 to 1890.'

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 economic and social divisions between the North and the South were resolved in the years 1865 to 1890 might include:**

- after 1865, there were attempts, through radical reconstruction, to create a 'New South' – a southern economy modelled on the North's embrace of the industrial revolution. There were federal subsidies for southern railways and the South was grateful for this
- the Compromise of 1877 removed federal troops from the South and many white southerners became reconciled with the North. Black southerners were fully supportive of the North's efforts to reconstruct the South and there was a balance and acceptance of the South as a distinct section co-existing with the North. Also, although the majority of southern citizens sympathised with slave owners, most, like their Northern counterparts, were not slave owners themselves
- by 1890, social change was dynamic and productive and economic prosperity was evident in both the North and South, with rising living standards in each. In the early 1880s, northern capitalists invested in building textile mills in the southern Appalachian foothills of North Carolina, South Carolina, and Georgia which allowed for increasing trade between the North and South
- both the North and South had traditional views of American republicanism and that individual enterprise, hard work, and free competition in open markets still guaranteed success to those willing to work hard. Many factories in the North were successful due to the cotton supplied by the South.

**Arguments challenging the view that economic and social divisions between the North and the South were resolved in the years 1865 to 1890 might include:**

- the greatest division of all remained the deep feelings of displacement and alienation; the South could not let go of the grievances of defeat at the end of the Civil War. Violence and discrimination against African-Americans who did not move North was rife and there were complaints against 'Yankees' who had looted and betrayed the South. The 13th, 14th and 15th Amendment caused tension and division between the North and South
- the North remained, throughout the period, economically superior to the South, with more industry and commerce. Northern corporations were expanding into the South in an unregulated way and cash crops, such as cotton, remained exclusively in the South. By 1900, per-capita income in the South was forty percent less than the national average. The North grew wealthy while the South languished – economically and socially – and took many years to recover from the effects of the war
- apart from New Orleans, there were no large cities in the South, unlike in the North where more than a quarter of the population lived in urban areas. In the South, only one tenth of the population lived in urban areas. The social culture of the North was determined by life in the cities whereas plantation life still dominated the South
- northerners were generally better educated and more willing to accept new ideas and reform. Southerners resented change and viewed northerners as aggressive and ill-mannered. Sectional feelings did not diminish and southern phenomena, like lynching and 'code of honor', were commonplace, highlighting the differing social climate between the North and South.

Students may argue that although some social and economic divisions had eased, they had not been entirely resolved. Feelings of tension remained between the two regions of the country as they felt they had different values and different tangible interests.

**03** 'Wilson's 'New Freedom' was based entirely on Roosevelt's reforms.'

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 Wilson’s ‘New Freedom’ was based entirely on Roosevelt’s reforms might include:**

- in essence, they both sought to change the status quo when it came to how government, the economy, and society operated and interacted. President Wilson, like his predecessor Roosevelt, was a firm supporter of the Progressive Movement and Progressive reforms
- Wilson carried on Roosevelt’s reform for the regulation of big business. Roosevelt enforced the Sherman Anti-Trust Act of 1890 and Wilson set up the Federal Trade Commission in 1914
- Roosevelt supported protection for workers against unjust employers and Wilson continued this theme. Wilson got the backing of the AFL by preventing strikes and peaceful picketing from being declared illegal
- Wilson’s policies ended up looking much more similar to Roosevelt’s than they were supposed to be in theory. Both of these were programs for change; they both wanted the average worker and small businesses/farmers to be an essential part of a vision for the country. They desired to see small business and the everyday common worker flourish.

**Arguments challenging the view that Wilson’s ‘New Freedom’ was based entirely on Roosevelt’s reforms might include:**

- Wilson’s progressive ideology was different in emphasis from Roosevelt’s and framed in opposition to Roosevelt’s progressivism. Unlike Roosevelt, Wilson did not distinguish between ‘good’ trusts and ‘bad’ trusts, e.g. supporting the Clayton Antitrust Act of 1914
- Theodore Roosevelt’s progressivism had a focus that included more government oversight and control. Roosevelt stood for a program of New Nationalism favouring efficiency. He accepted the economic power of the trusts but proposed new reforms to provide additional power to the federal government to regulate them. Wilson criticised Roosevelt’s program as one that supported ‘regulated monopoly’, gave too much economic power to the federal government and failed to support small businesses, competition and free enterprise
- Roosevelt wanted a bigger government on a permanent basis so as to bring about more equality among all Americans. By contrast, Wilson did not want bigger government on a permanent basis
- Wilson pushed forward reforms in banking and the currency. For example, he brought major reform with the Federal Reserve Act.

Students may conclude that Roosevelt’s programmes and the ‘New Freedom’ were very different approaches to achieving the same goal. In practice, they ended up being very similar and merely had different approaches to progressive reforms.