
A-level HISTORY

Paper 1K The Making of a Superpower: USA, 1865–1975

Mark scheme

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.

Further copies of this Mark Scheme are available from aqa.org.uk

A-level History Paper 1 Specimen Mark Scheme

1K The Making of a Superpower: USA, 1865–1975

Section A

- | | | | |
|----------|----------|--|-------------------|
| 0 | 1 | Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to US isolationism between the wars. | [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 historic 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.

In responding to this question, students may choose to respond to each extract in turn, or to adopt a more comparative approach of individual arguments. Either approach could be equally valid, and what follows is indicative of the analysis and evaluation which may be relevant.

Extract A

In their identification of Reynolds' arguments, students could identify the following:

- Roosevelt 'wanted to break the isolationist mould'
- there is a generally favourable interpretation of his motives, combining moral duty with national self-interest
- there are references to the practical political issues making foreign policy difficult especially a Congress that was isolationist.

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

- Roosevelt being 'acutely sensitive' to political realities and the 'public mood' may be developed by reference to contextual knowledge
- disillusionment with League of Nations may be explored
- self-interest of maintaining peace may be examined
- knowledge of Congressional politics and links to an isolationist foreign policy may be developed.

Extract B

In their identification of Brendon's views students could refer to the following:

- the view that Roosevelt is focused on the political advantages to be gained by his turning away from isolationism
- the quoted view that Roosevelt is using foreign crisis to cover up the mess at home
- the argument that Roosevelt took a cynical view of war and rearmament as being useful to boost business confidence.

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

- Brendon has a mostly cynical view of Roosevelt but this is balanced by acknowledgement that he is skilful and indispensable
- the 'mess at home' may be developed, with references to Roosevelt's domestic problems
- the view that isolationists had some justification for seeing Roosevelt as an instinctive internationalist may be explored
- an uncomplimentary tone is used to describe the isolationists – but their stance

around interventionism might be assessed by the use of own knowledge.

Extract C

In their identification of Overy's arguments, students could refer to the following:

- US foreign policy in the 1930s and the avoidance of foreign entanglements is seen as reverting to traditional principles
- there is an idealistic core to US foreign policy in the 1930s
- this was a reaction against foreign policy decisions of 1917 and the 1920s
- Roosevelt's policies were calculated to be popular with most Americans.

In their assessment of how far the arguments are convincing, students might refer to the following:

- Overy's tone supportive – reference to 'fundamental principles', 'justice', 'moral force', 'values' etc.
- Roosevelt's 'good neighbour policy' may be developed
- Roosevelt seen as having very moral view of the world: this can be examined with reference to contextual knowledge; avoidance of foreign entanglements may be seen in this context
- reference is made to traditional US foreign policy maxims – these may be developed through reference to contextual knowledge
- implied criticism of previous policies: the legacy of the 'compromise' of principle in 1917, and the 'squabbles' of the 1920s can be examined through contextual knowledge
- Roosevelt's dependency on support of public opinion may be explored.

Students may see any of the extracts as being more, or less, convincing in their analysis of US isolationism based on contextual support. Some might see that all three are agreed that US foreign policy was a mixture of idealism, self-interest and political calculation.

Section B

0	2	To what extent was the rapid westward expansion of the United States in the years 1865 to 1890 due to the influence of ideas of 'Manifest Destiny'?	[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.

Between the end of the Civil War in 1865 and 1890, when Frederick Jackson Turner famously declared the end of the Frontier West, the process of westward expansion took place with remarkable speed and intensity. Students will need to provide a balanced argument explaining the key reasons why; and to assess the importance of ideas about Manifest Destiny as motivation.

**** NB** There are many competing definitions of Manifest Destiny. (For example, it can be argued that Manifest Destiny was a rather unpleasant sense of racial superiority over native Americans). There should be a flexible approach to the assessment of how answers deal with this issue of definition.

Arguments supporting the idea that Manifest Destiny was important might include:

- the idea of American Exceptionalism was deeply rooted, from the 17th century colonists onwards. Manifest Destiny was the driving force behind the absorption of Texas and the Mexican War. These ideas continued to have a powerful influence after the Civil War had temporarily interrupted westward expansion
- the idea of America as a superior civilisation motivated and provided moral justification for the defeat and displacement of Indian nations
- the idea of a continental power ‘from sea to sea’ was ingrained into the American psyche. All governments (federal and state) and almost all opinion-formers were united in this belief
- Manifest Destiny fitted well the idea of an ‘empty land’ waiting to be filled up with industrious, independent incomers, imbued with energy and freedom.

Arguments that other factors were important might include:

- the key factor was population growth and the impact (both direct and indirect) of mass immigration by Europeans
- the key factor was economic growth, opening the West was guaranteed to be economically productive, providing foodstuffs and raw material
- it was all about technology; railways, barbed wire and military superiority.

- 0 3** 'US involvement in the First and Second World Wars caused fundamental changes in American society between 1917 and 1945.'

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.

*** Note there may be differentiated answers here, arguing that the Second World War did cause fundamental changes but the First did not.

Arguments suggesting American society was transformed:

First World War:

- impact of serving overseas on US servicemen
- rise of ant-immigrant feeling – Alien Act, Sedition Act, immigration quotas
- internal conflicts, such as the Red Scares
- prohibition was pushed forward by reactions to the impact of the war.

Second World War:

- impact of serving overseas on US servicemen (including African-Americans)
- decisive rejection of isolationist ideas leading to acceptance of and pride in the role of the USA as a world power
- confirmation of the idea that state intervention was important – the war seemed to show the New Deal approach was the right one
- huge social change caused by the mobilisation of the work force for the war effort, such as women workers in US shipyards
- the war led to a post-war boom in prosperity and living standards.

Arguments suggesting there was continuity more than change:

- the wars were a symbol, not a cause, of American economic expansion
- social changes due to the wars did not last: women went back to being homebodies right through the 1950s; war service did not lead to a breakthrough in civil rights for African-Americans
- the real forces of change in American life were home-grown, such as the revolution in cinema and popular culture; or the availability of consumer goods.

0 4 'Between 1945 and 1968 it became clear that the United States was a deeply divided nation.'

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 suggesting deep divisions did become clear:

- McCarthyism caused (and reflected) lasting divisions about patriotism and cultural freedoms
- continuation of segregation showed the huge gulf between South and North, not least economically; this led in to the divisions opened up by the Civil Rights Movement
- social and cultural change in the 1960s opened up the 'culture wars' that continued to divide Republicans and Democrats long after 1968
- from 1965 the Vietnam War split American political and public opinion. The violence at the Democratic Convention in 1968 and the 'abdication' of Johnson, formerly an immensely powerful president, showed the US more deeply divided than ever before
- race and Vietnam produced serious rioting and disobedience of authority by 1968.

Arguments suggesting America was basically harmonious might include:

- America emerged from the war very prosperous and imbued with national self-confidence. Eisenhower's presidency in the 1950s was a time of exceptional national unity, strengthened by the Cold War
- the election victory of JFK in 1960 and the enthusiastic reception of it by Americans (especially youth) showed a vibrant forward-looking society
- the civil rights campaign broke down the barriers and integrated the North and South for the first time since the Civil War
- the 1960s was a time of growth and confidence, not least in mass higher education. Other countries were envious
- divisions did occur out of the Vietnam War but this was a temporary development due to exceptional circumstances. American democracy stayed strong.

