

AS
HISTORY
7041/2Q

The American Dream: reality and illusion, 1945–1980

Component 2Q Prosperity, inequality and Superpower status, 1945–1963

Mark scheme

June 2020

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 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, 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.

Section A

- 0 1** With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining Truman's efforts to promote Civil Rights?

[25 marks]

Target: AO2

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the value of the sources in relation to the issue identified in the question. They will evaluate the sources thoroughly in order to provide a well-substantiated conclusion. The response demonstrates a very good understanding of context. **21-25**
- L4:** Answers will provide a range of relevant well-supported comments on the value of the sources for the issue identified in the question. There will be sufficient comment to provide a supported conclusion but not all comments will be well-substantiated, and judgements will be limited. The response demonstrates a good understanding of context. **16-20**
- L3:** The answer will provide some relevant comments on the value of the sources and there will be some explicit reference to the issue identified in the question. Judgements will however, be partial and/or thinly supported. The response demonstrates an understanding of context. **11-15**
- L2:** The answer will be partial. There may be either some relevant comments on the value of one source in relation to the issue identified in the question or some comment on both, but lacking depth and having little, if any, explicit link to the issue identified in the question. The response demonstrates some understanding of context. **6-10**
- L1:** The answer will either describe source content or offer stock phrases about the value of the source. There may be some comment on the issue identified in the question but it is likely to be limited, unsubstantiated and unconvincing. 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.

Students must deploy knowledge of the historical context to show an understanding of the relationship between the sources and the issues raised in the question, when assessing the significance of provenance, the arguments deployed in the sources and the tone and emphasis of the sources. Descriptive answers which fail to do this should be awarded no more than Level 2 at best. Answers should address both the value and the limitations of the sources for the particular question and purpose given.

In responding to this question, students may choose to address each source in turn or to adopt a more comparative approach in order to arrive at a judgement. Either approach is equally valid and what follows is indicative of the evaluation which may be relevant.

Source A: in assessing the value of this source as an explanation, students may refer to the following:

Provenance and tone

- the fact that the report was commissioned by Truman may lead to accusations that it was just the mouthpiece for his opinions
- however, the report took over ten months to compile suggesting substantial research was undertaken in producing it
- the tone is official and portentous, its stated aim ‘to eliminate abuses arising from discrimination on the grounds of race, creed, national origin or social and economic status’ is grandiose.

Content and argument

- the source argues that there is a moral reason for addressing civil rights ‘the United States can no longer allow these burdens on our conscience, these inroads on its moral fibre’
- it goes on to argue that there is also an economic reason for addressing civil rights ‘the United States can no longer afford this heavy drain upon its human wealth, its national competence’. Suggesting prejudice is preventing African-Americans from reaching their economic potential
- finally, the source argues that there is a geopolitical reason for addressing civil rights in that ‘the United States is not so strong, the final triumph of the democratic idea is not so inevitable that we can ignore what the world thinks of us or our record.’ hinting at concerns about how the denial of civil rights would appear in a bipolar world where the US saw themselves as a beacon of democracy.

Source B: in assessing the value of this source as an explanation, students may refer to the following:

Provenance and tone

- the provenance is a private letter to a friend so should be expressing Truman's personal opinions. It was published less than a year after the 'To Secure These Rights Report' was published and less than three months before Truman was standing for re-election
- it is patient in tone but clear in expressing a commitment to civil rights
- Truman emphasises that he would consider losing an election in which he advocated for increased civil rights for African-Americans.

Content and argument

- Truman is highly critical of the South suggesting that the people and politicians there are 'eighty years behind the times'
- Truman argues that he is not in favour of social equality, which would have had hints of 'communism' but rather of 'equality of opportunity' which is more in line with the belief in the Declaration of Independence that 'All Men are created equal'
- Truman widens the argument for civil rights into one of justice, arguing that when a serious crime has been committed and the perpetrators are known but not arrested (as in the case of many attacks on African-Americans) then there is a fundamental problem with law and order.

In arriving at a judgement as to which source might be of greater value, students might conclude that Source A became Truman's official policy and so is of more significance, whereas Source B reveals his private frustration with the attitudes of southerners and hence is more reliable.

Section B

- 0 2** 'Eisenhower's main foreign policy concern was the protection of Western Europe from the threat of communism.'

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 supporting the view that Eisenhower's main foreign policy concern was the protection of Western Europe from the threat of communism might include:

- Eisenhower refused to intervene in Hungary in 1956, suggesting that he did not wish to provoke the USSR and was willing to sacrifice Eastern Europe to do so
- Eisenhower ignored Khrushchev's 1958 ultimatum over Berlin but was willing to meet with the Soviet leader in 1959 in Geneva and Camp David to ensure tensions didn't escalate
- Eisenhower endorsed U2 spy plane missions over the USSR to observe missile bases and introduced a policy of 'Massive Retaliation' in order to deter Soviet aggression towards Western Europe
- Eisenhower continued to support western allies and encouraged the growth of NATO with West Germany joining NATO in 1955.

Arguments challenging the view that Eisenhower's main foreign policy concern was the protection of Western Europe from the threat of communism might include:

- Eisenhower's top priority on taking power was ending the Korean War and he was willing to do this with a stalemate armistice rather than pressing for victory
- Eisenhower became highly involved in the Middle East with the CIA-led overthrow of Iran's democratically elected PM, Mohammad Mossadegh, and installation of the Shah and sending troops to the Lebanon in 1958
- Eisenhower refused to support France and Britain in the 1956 Suez Crisis for fear of antagonising the USSR and driving Egypt to ally with the Soviets and created the Eisenhower doctrine in 1957
- the creation of CENTO and SEATO to replicate NATO in other spheres suggested that Eisenhower operated a truly global foreign policy.

Students may conclude that the situation in Western Europe had stabilised as the Cold War moved elsewhere, as a result Eisenhower sought to maintain the status quo there but it was not his primary focus. Elsewhere in the Middle East and Asia he faced a series of crises that required both reactive and proactive approaches.

0 3 'Kennedy's presidency was successful.'

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 supporting the view that Kennedy's presidency was successful might include:

- Kennedy's handling of the Cuban Missile Crisis and tough stance against Khrushchev was popular with the wider population
- Kennedy succeeded in ending the 1960 recession, stimulating growth and reducing unemployment. His welfare policies, including the minimum wage, also brought millions out of poverty
- Kennedy's death brought an outpouring of national grief and sympathy for the Kennedy family and gave Johnson a strong political platform.

Arguments challenging the view that Kennedy's presidency was successful might include:

- Kennedy's efforts to address civil rights were bitterly resented by whites in the South and led to confrontations with, and increased support for, white supremacists in the South, such as George Wallace
- Congress delayed and frustrated Kennedy over civil rights, a tax cut bill in 1963 and Medicaid in 1963 suggesting that Republicans were not united behind the new president
- Kennedy clashed with the steel industry over a promise not to raise prices and with several generals over his handling of Vietnam and Cuba.

Students might conclude that Kennedy united the country in death far more successfully than in life where his controversial policies alienated Republicans, southern whites and some in the army and big business. Nevertheless, he did improve the economy and was on target to win re-election with a greater majority than he had achieved in 1960 so could be argued to have successfully begun to reunite the country.