



AS

History

The American Dream: reality and illusion, 1945–1980

7041/2Q Prosperity, inequality and Superpower status, 1945–1963

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 American Dream: reality and illusion, 1945–1980

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

Section A

- 01** With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining the extent of affluence in the USA in the early 1960s? **[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 have 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 source is an extract from a book by a political activist and socialist, published in 1962
- it is cautionary in tone and seeks to alert readers to the potentially negative consequences of suburbanisation and the associated removal of the middle classes from the cities while the poor remain.

Content and argument

- Harrington stresses how middle-class people living in the affluent suburbs no longer have experience of life in far less affluent cities. He points to their children being 'segregated in suburban schools' and stresses that trips into the city have become rare and the changes are often viewed while driving.
- Harrington also argues that this leads suburbanites to assume that the 'towering modern buildings' they fleetingly see are indicative of the fact that the poor are being 'taken care of' and that their 'tenements or hovels' have been replaced. However, many Americans still lived in poverty but that this poverty was 'invisible' because it was hidden by the cities and masked by cheap clothes and cheap food. In 1959, the poverty rate for all Americans was 22.4% or 39.5 million individuals. By 1964 it had fallen to 19% suggesting an increase in wealth across society. In 1959 the percentage of African-Americans in poverty was calculated at 55%, by 1964 it had fallen to 46%
- Harrington is at pains to point out that this perception is a result of 'well-meaning ignorance' and that there is concern and sympathy for the poor in America but that the reality and extent of poverty is unseen. GDP had grown hugely under Eisenhower, from \$355 billion in 1950 to \$488 billion by the end of Eisenhower's second term in 1960, wages were also rising fuelling the consumer boom.

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

Provenance and tone

- the source is from a History book written by a Harvard Professor and published in 1963; it is therefore a contemporary analysis from a historical perspective and is balanced and contextual to the history of the period
- the tone is negative; Handlin suggests that those in the city have been left behind by the growth of the suburbs are badly affected both in terms of services and conditions. There is a hint of warning about the idea that suburban growth is polarising society.

Content and argument

- this source stresses the impact of suburban growth or 'white flight' and highlights that though 'crime, violence and delinquency' have always been features of the inner cities the growth of drug use has exacerbated the problems. However, Haldin seems to over-emphasise drug use; stricter sentences for drug use had been brought in between 1951 and 1956 with mandatory minimum sentences. Drugs like LSD and cocaine were largely unknown, and marijuana use was growing amongst the middle classes rather than in the inner cities. This suggests a level of affluence in terms of recreational drug use by the middle classes
- the source also suggests that these problems are not invisible as their impact has been made 'more intense' by coverage in newspapers and on TV. By 1960, 60 million TV sets had been sold equating to one for every three people in the US; daily newspaper sales were also in the region of 60 million copies per day, suggesting Haldin was right about exposure to the problems of the inner cities
- Handlin also suggests that though there has been substantial government money spent on 'great public housing projects' and 'urban renewal' they have yet to pay dividends. However, this implies affluence on the part of the government. Government largesse was affected by the cost of the nuclear arms race. Truman's Housing Act of 1949 had promised a large scale urban renewal programme but was insufficiently funded and led to slum's being torn down but not replaced by sufficient housing with over 300,000 families being forced out of their homes. The African-American novelist James Baldwin said that 'urban renewal means Negro removal'.

In arriving at a judgement as to the relative value of each source, students may conclude that Source B is valuable in highlighting the movement of wealthier residents out of the cities in the early 1960s and how this suggests that affluence was limited to the suburbs. Source A provides a more accurate picture of the state of the inner cities. Source A also alludes to an affluence in terms of private sector building projects whereas Source B focuses on inadequate government spending.

Section B

02 'Truman's foreign policy was driven by his desire to preserve peace.'

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.

Answers need to make a comparative assessment of Truman's foreign policy and its principal aims.

Arguments suggesting that Truman's foreign policy was driven by his desire to preserve peace might include:

- Stalin's attitude at Potsdam was provocative and followed his aggressive occupation of Eastern Europe, yet Truman did not allow this provocation to escalate into war; although the bellicose rhetoric of Churchill in the 'Iron Curtain' speech and Kennan in the 'Long Telegram' profoundly influenced Truman, his policies never went as far as Churchill, in particular, demanded in terms of engaging in war with the Soviets
- despite Stalin's unprovoked action in unilaterally shutting down access to West Berlin, Truman sought to find a way to supply Berlin without coming into conflict with Stalin
- Stalin's willingness to encourage and ferment unrest in other European states, such as Greece and Czechoslovakia, encouraged Truman to issue the Truman Doctrine and support it with financial backing in order to stand up to Stalin without deploying troops. Additionally, Truman offered Marshall Plan aid to Stalin and to the other Eastern European states but this was rebuffed
- Truman committed the USA to NATO membership in 1949, signing a Treaty of collective defence, and he removed McArthur from command in Korea because of his bellicose stance and his desire to use nuclear weapons; this was a huge risk given McArthur's popularity.

Arguments challenging the view that Truman's foreign policy was driven by his desire to preserve peace might include:

- the Truman Doctrine was clearly provocative towards Stalin and the USSR and showed that Truman was unwilling to tolerate the idea of a buffer zone for the USSR in Eastern Europe (which Roosevelt had been comfortable with); Truman's decision to strengthen West Berlin and Western Germany through the creation of Bizonia worried and aggravated Stalin. Truman's creation of NATO in 1949 firmed up his commitment to intervene militarily in Europe and forced Stalin to adopt a similarly aggressive stance. This also committed the US to an interventionist foreign policy and increased defence spending
- Truman's decision to act against the North Korean invasion of South Korea, rather than attempting to resolve the situation through the UN, prompted the first proxy war of the Cold War period
- Truman's failure to inform Stalin of his intention to use atomic bombs to end the war in Japan sowed seeds of mistrust, and undid the good working relationship Stalin had had with Roosevelt
- Truman surrounded himself with anti-communist advisers such as Kennan and Acheson rather than with more pragmatic figures such as Wallace.

Students are likely to conclude that Truman's decisions and stance did serve to preserve peace by preventing war with the Soviet Union; however, this was a risky strategy throughout and almost led to war several times. The creation of NATO and Bizonia were both highly provocative actions and Truman's willingness to drop the atomic bombs on Japan was driven less by a desire to end the

war and more by a desire to establish hegemony over the USSR. Students may seek to challenge the premise of the question by arguing that it was Stalin's foreign policy that was more closely focused on preserving peace.

03 ‘McCarthyism had little effect on domestic policies in the USA in the years 1950 to 1954.’

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 McCarthyism had little effect on domestic policies in the USA in the years 1950 to 1954 might include:

- by the end of 1954 McCarthy's approval ratings had slumped to 35% (from 50% earlier in the year)
- Eisenhower's policies of 'Dynamic conservatism' were little influenced by McCarthyism; the expansion of social security to cover 10 million Americans, and an increase in the minimum wage by 25%, were arguably both socialist policies that Eisenhower passed with ease
- Eisenhower's appointment of Earl Warren to the Supreme Court enabled a more liberal court to influence policy making in civil rights
- Truman created the CGCC by Executive Order in 1951 to support civil rights which many saw as a socialist campaign.

Arguments challenging the view that McCarthyism had little effect on domestic policies in the USA in the years 1950 to 1954 might include:

- in 1953 Eisenhower strengthened the provisions of Truman's Loyalty Review which meant that one employee in five was required to pass loyalty reviews. This put considerable pressure on businesses and led many to become unemployable
- the anti-communist hysteria caused by McCarthyism encouraged Eisenhower to select Richard Nixon as his Vice Presidential candidate for the 1952 election. Nixon thus became a key part of the Eisenhower executive
- the involvement of the FBI in investigating communism in the US allowed J Edgar Hoover to build a substantial infrastructure of surveillance of top officials which could be used to influence policy. Truman considered removing Hoover but thought it was too great a risk
- the McCarran Internal Security Act, which became law in 1950 and the Communist Control Act of 1954 both undermined fundamental constitutional principles of freedom of association and freedom of political beliefs. Additionally, popular support of McCarthy continued up to 1954. For example, a 1954 Gallup poll found that 50% of the population supported his crusade, leading to a mistrust of legislation and organisations that could be deemed to be socialist. Measures such as vaccination, water fluoridisation and mental health provision were undermined as a result.

Students are likely to conclude that McCarthyism led politicians to be cautious in their support for certain policies however after the marginalisation of McCarthy post-1954 policies were introduced with only minimal criticism of their 'socialist' implications.