



A-level History

7042/2Q-Component 2Q The American Dream: reality and illusion, 1945–1980

Mark scheme

June 2018

Version/Stage: 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.

Further copies of this mark scheme are available from aqa.org.uk

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.

Component 2Q The American Dream: reality and illusion, 1945–1980**Section A**

- 01** With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying the beginning of the Korean War.

[30 marks]*Target: AO2*

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

Generic Mark Scheme

- L5:** Shows a very good understanding of all three sources in relation to both content and provenance and combines this with a strong awareness of the historical context to present a balanced argument on their value for the particular purpose given in the question. The answer will convey a substantiated judgement. The response demonstrates a very good understanding of context. **25-30**
- L4:** Shows a good understanding of all three sources in relation to both content and provenance and combines this with an awareness of the historical context to provide a balanced argument on their value for the particular purpose given in the question. Judgements may, however, be partial or limited in substantiation. The response demonstrates a good understanding of context. **19-24**
- L3:** Shows some understanding of all three sources in relation to both content and provenance together with some awareness of the historical context. There may, however, be some imbalance in the degree of breadth and depth of comment offered on all three sources and the analysis may not be fully convincing. The answer will make some attempt to consider the value of the sources for the particular purpose given in the question. The response demonstrates an understanding of context. **13-18**
- L2:** The answer will be partial. It may, for example, provide some comment on the value of the sources for the particular purpose given in the question but only address one or two of the sources, or focus exclusively on content (or provenance), or it may consider all three sources but fail to address the value of the sources for the particular purpose given in the question. The response demonstrates some understanding of context. **7-12**
- L1:** The answer will offer some comment on the value of at least one source in relation to the purpose given in the question but the response will be limited and may be partially inaccurate. Comments are likely to be unsupported, vague or generalist. 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.

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.

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

Provenance, tone and emphasis

- Shtykov, as Ambassador, was a key figure in the dialogue between Stalin and Kim Il-Sung, formal meetings at this tense time could have been seen as belligerent on the part of either side. The report is private, probably just being seen by Shtykov and Stalin, and so is likely to be an accurate re-telling of the meeting. However, Kim may not have been honest in relating his own meetings with Mao
- 13 May 1950 was just over a month before the invasion of South Korea by the North which took place in late June
- the tone is detached, typical of most diplomatic reporting, and relates the discussions with Kim Il-Sung without any form of comment, possibly because of Stalin's fearsome reputation in his treatment of his staff. The audience was Stalin and key officials in his foreign department such as Molotov.

Content and argument

- the source reveals that Kim Il-Sung was planning the invasion as a way of unifying Korea following the split after the Second World War and that therefore the Korean invasion was not part of a global conspiracy, and that Mao and Stalin were not communicating over Korea directly
- the source also suggests that Mao felt that the Truman Doctrine of 1947 was not a serious commitment on Truman's part, 'The Americans will not enter a third world war for such a small territory as Korea'
- the most significant argument in the source is that Moscow was the principal sponsor of North Korea's invasion rather than Beijing. Kim Il-Sung states that he doesn't have more requests for Mao about assistance, since 'all his requests were satisfied in Moscow and the necessary and sufficient assistance was given him there'.

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

Provenance, tone and emphasis

- the source is an official resolution of the UN Security Council which did not compel action against North Korea but did recommend it in strong terms. The audience is global and especially North Korea, the USSR and China
- the source is clearly in line with US thinking and Truman's desire to show that the Truman Doctrine has teeth. Truman had previously been highly criticised for having 'lost' China
- the tone is attempting to be legalistic and official but is clearly in line with American wishes.

Content and argument

- the resolution was passed almost unanimously with only a single abstention because the People's Republic of China had no seat on the Security Council as its place was held by Taiwan. The USSR was boycotting the Security Council at the time, meaning that they were not in a position to veto the adoption of the resolution
- the resolution calls for North Korea to 'withdraw their armed forces to the 38th parallel', i.e. to return to the post-war border, suggesting that the North were given the opportunity to prevent the war
- the resolution legitimised UN intervention in Korea with the content and argument very much in line with the implications of the Truman Doctrine
- the source shows clear signs of US bias as the declaration that the South Korean government was established by 'the free will of the electorate' is very dubious given the dictatorial nature of Syngman Rhee. The defence of Rhee suggests the US is willing to ignore legitimacy in order to prevent communist expansion.

Source C: in assessing the value of this source, students may refer to the following:

Provenance, tone and emphasis

- General Douglas MacArthur was a war hero and former governor of Japan, renowned for being independent and aggressive. He was later removed from command in Korea by Truman. The audience is high ranking US military officials
- in August 1950 the Korean war was underway and the US had suffered a defeat in July at Osan, making them aware of the fact that Korea would not be an easy victory
- the tone is overblown, stressing that the outcome in Korea is one of vital importance to the fate of Europe and the world's destiny. This also serves to make MacArthur seem messianic, 'I can almost hear the ticking of the second hand of destiny'.

Content and argument

- MacArthur argues that there is a communist conspiracy to defeat the west and that the Korean war is a first stage in this by saying, 'It is plainly apparent that here, in Asia, is where the Communists conspirators have decided to make their play for global conquest'
- MacArthur argues that the situation in Europe, where the Berlin Airlift had finished only the previous year, is a distraction and war there is 'confined to words'
- MacArthur's talk of 'global conquest' may have seemed feasible at the time following the victory of Mao in the Chinese Civil War in 1949
- MacArthur is demanding action and warning against 'the fatal decision of inaction'. The action he has in mind is the landing at Inchon that eventually took place the following month.

Section B

02 To what extent did President Kennedy fulfil his election promises? **[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/factors suggesting that President Kennedy fulfilled his election promises might include:

- Kennedy pushed through a host of legislative measures from the New Frontier programme including the Omnibus Housing Bill of 1961 and the expansion of welfare measures as well as increasing the minimum wage
- Kennedy established the Presidential Commission on the Status of Women in 1961 which led directly to the Equal Pay Act of 1963
- Kennedy heavily criticised Eisenhower's lack of action in standing up to the communist threat, both from the perspective of missile building and diplomatic relations. In his failed Bay of Pigs adventure and in the Cuban Missile Crisis Kennedy clearly stood up to Moscow
- Kennedy saw through his promises on taxation with sweeping changes to the tax system which lowered both personal and corporate taxation.

Arguments/factors challenging the view that President Kennedy fulfilled his election promises might include:

- Kennedy promised that he would end racial discrimination in federally aided housing 'by a stroke of the presidential pen' but failed to do so, resulting in thousands of pens being sent to the White House
- Kennedy emphasised his positive approach to civil rights, including intervening to get Martin Luther King out of jail during the election campaign, however, in power he dragged his feet over the sit-ins and had to be persuaded to approve the March on Washington
- Kennedy's Medicare plan, which aimed to provide health insurance for the elderly, was held up by Congress and it fell to Johnson to push it through during his presidency
- Kennedy introduced a Civil Rights Bill in 1963 but it failed to pass until after his death when Johnson was able to push it through.

Students may conclude that Kennedy didn't have sufficient time to carry out all his election promises given his assassination and that his civil rights promises were the most difficult to achieve. However, many New Frontier policies were introduced in a short space of time and civil rights legislation and support was forthcoming, albeit not with the speed hoped for by campaigners.

03 'Richard Nixon's conservative social policies were the main reason for his popularity.'

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/factors suggesting Richard Nixon's conservative social policies were the main reason for his popularity might include:

- Nixon's 'Southern Strategy' sought to leverage the latent racism of the South that George Wallace had appealed to in 1968. In so doing, he picked up all the Southern States in 1972
- Nixon's 'Silent Majority' speech of 1969 struck a chord with older voters for whom the protests and bewildering pace of change of the 1960s had alienated
- Nixon's association with Eisenhower and his willingness to criticise the expansion of welfare programmes under Kennedy and Johnson while also focusing on law and order made him popular with traditionalists
- Nixon made a number of token gestures towards social conservatism including nominating two Southerners to the Supreme Court, opposing bussing and proposing privatised health insurance. A Democrat dominated congress ensured, however, that few of these proposals succeeded.

Arguments/factors challenging the view that Richard Nixon's conservative social policies were the main reason for his popularity might include:

- Nixon often faced weak opponents, Humphrey in 1968 was tainted by his association with LBJ and McGovern in 1972 performed disastrously, suggesting that Nixon did not win because of personal popularity
- Nixon's reputation as a strong anti-communist was a key reason for his early election successes in the House of Representatives and Senate
- in 1968 Nixon promised to end the Vietnam War using 'peace with honor' as his slogan, and alluding to a 'secret plan' to end the war. With the war highly unpopular Nixon could capitalise on Democrat weakness
- Nixon learned many lessons from his defeat to Kennedy in 1960 and made much better use of TV, soundbites and speech writers in his subsequent campaigns
- Nixon had considerable success in foreign policy both as Vice President and, later, as President, achieving rapprochement with both China and the USSR. This played a key role in his popularity during a period of Cold War tension.
- Students may challenge the idea that Nixon enjoyed consistent popularity by referring to protests and the Watergate scandal, however this should not be the dominant argument.

Students may conclude that though Nixon appeared to have many conservative social policies they did little other than help him win over the South. Elsewhere, as with environmental legislation, he was much more moderate and, in fact, the weakness of his opposition and his strong foreign policy status were more significant reasons for his popularity.

04 ‘The main problems facing African-Americans after 1974 were economic rather than political.’

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/factors suggesting that the main problems facing African-Americans after 1974 were economic rather than political might include:

- by 1980, African-Americans accounted for 43% of the Welfare Bill despite being only 12% of the population
- by 1980, only around 8% of African-Americans graduated from college (although this was up from 3% in 1960)
- the decline of the major civil rights groups such as the SNCC, CORE and SCLC suggested that political problems were no longer as pressing
- by 1980, nearly a million African-Americans were characterised as being in a 'black underclass' by the Urban Institute which was characterised by welfare dependency, low education and criminal recidivism
- a growth in African-American representation in culture through music, film and sports had contributed to greater pride but successful black entertainers, musicians and sportspeople rarely spoke out on economic issues.

Arguments/factors challenging the view that the main problems facing African-Americans after 1974 were economic rather than political might include:

- though the number of black public officials had increased ten-fold since 1960, they still constituted less than 0.5% of all public officials despite African-Americans making up 12% of the population
- the African-American vote was being taken for granted by Democrats and ignored by Republicans
- reaction against civil rights legislation and the rise of social conservatism under Nixon had prevented further advances and the outcry over 'bussing' policies demonstrated racist attitudes were still prevalent nationwide
- economic advances had been enjoyed by many African-Americans, some 31% were deemed to be 'middle-class' in the 1977 census.

Students may conclude that the undoubted economic challenges facing African-Americans often had political roots in the growing antipathy towards rights movements and the problems associated with the developing gaps between wealthy suburban African-Americans and poorer, less educated ghetto-residents.