
AS History

7041/2Q-The American Dream: reality and illusion, 1945–1980

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

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.

The American Dream: reality and illusion, 1945–1980

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 problems faced by African-Americans advancing their civil rights in the mid-1950s? **[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

- Eastland was a dixiecrat and arch-segregationist but was skilled at tailoring his speeches to his audience, he alludes to Southern 'pride' in the 'constant advance' of black people in the South but hinges his argument on the rights of 'free men' laid out in the Constitution
- in addressing the Senate he would seek to persuade the house that the situation in the South was stable and did not require federal intervention
- much of the text is blatant lies however, e.g. 'Segregation is not a badge of racial inferiority', and the fact that 'Segregation is desired and supported by the vast majority of both races in the South, who dwell side by side under harmonious conditions'. Eastland is willing to say anything to keep segregation.

Content and argument

- Eastland repeatedly invokes 'freedom', for example saying that 'Free men have the right to send their children to schools of their own choosing, free from governmental interference' this implies that any interference is infringing on that freedom
- Eastland is seeking to argue that the problem of African-Americans not being able to enjoy their rights is non-existent, 'Segregation is not a badge of racial inferiority'
- Eastland maintains that segregation is permitted by the Constitution and alludes to the issue of states' rights, 'Southern people... will not permit the Supreme Court to interfere'
- understanding of the Brown case should be credited, the unanimous decision, the use of psychological evidence to show that segregation was a badge of inferiority and the argument about education not being covered by the Constitution could all feature.

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

Provenance and tone

- Rosa Parks was the key figure in the start of the Montgomery Bus Boycott and was later forced to move to the North to avoid retribution
- Parks alludes to how Claudette Colvin's similar behaviour proved unsuitable for use in an NAACP case, there is a triumphant but frustrated tone to the way she describes coming into the role
- the book was published 36 years after the boycott and so has the benefit of hindsight and a contextual understanding of the subsequent civil rights movement.

Content and argument

- Parks highlights how the Southern press often sought to undermine black protests, but in her case, 'The press couldn't go out and dig up something she did last year, or last month, or five years ago'
- Parks highlights how E.D. Nixon believed that African-Americans had to be above reproach in order to be afforded civil rights, His comment, 'She was honest, she was clean, she had integrity' suggests that any African-American without these characteristics, or for whom there was any doubt about these characteristics, would find it difficult to get fair treatment by a court
- Parks highlights how the standards required for African-American citizens to claim their rights were different to those for whites, 'The white people couldn't point to me and say that there was anything I had done to deserve such treatment except to be born black'.

A conclusion may decide that Source B is more valuable in highlighting why it was difficult for African-Americans to advance their civil rights in the mid-1950s as it is a direct example of the wilful deceit of Southern politicians in relation to segregation in the South. However, Source B could also be argued to be of value as it highlights the higher standards African-Americans were forced to portray in order to be seen as worthy of their rights and the importance of simplifying issues for the media.

Section B

02 'The USA was a united country at the end of the Second World War.'

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 the USA was a united country at the end of the Second World War might include:

- women had played a key role in war work and 36% of the workforce was female, a higher proportion than ever before
- there was full employment by 1945 bringing increased prosperity across the social classes, in stark contrast to the 8 million unemployed before the US entered the war
- news reports and the stories of returning soldiers from the Pacific and European theatres served to confirm that the US had fought a just war on the 'right' side. Anti-war protests were conspicuous by their absence.

Arguments challenging the view that the USA was a united country at the end of the Second World War might include:

- about 10% of the population were African-American and many of these 14 million people, particularly in the South, were denied their basic constitutional rights. The army that had fought against the Axis powers had been segregated by race
- Truman lacked the popularity of Roosevelt and the political capital. Within a year, the Democrats suffered a heavy defeat in the congressional elections and the phrase 'to err is Truman' became a popular Washington in-joke
- the American Federation of Labour (AFL) and the Congress of Industrial Organisations (CIO) had grown more powerful during the war and were campaigning for increased wages and rights for workers, creating divisions between workers and owners.

Students might conclude that the end of the war saw the US at the peak of its power, particularly in terms of economic success, but that this masked underlying tensions in terms of race, politics and social class that were to emerge in the next decade.

03 'Kennedy's main aim in the 'New Frontier' was the ending of poverty.'

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 Kennedy's main aim in the 'New Frontier' was the ending of poverty might include:

- major legislation was introduced which focused on housing, welfare and health
- Social Security benefits were increased by 20% and unemployment and welfare were both expanded
- a senior citizens' healthcare bill (Medicare) was introduced but struggled to get through Congress
- an Omnibus Housing Bill was introduced in 1961 which proposed substantial government aid in improving housing and building new housing for middle and low earners.

Arguments challenging the view that Kennedy's main aim in the 'New Frontier' was the ending of poverty might include:

- the 'New Frontier' included tax cuts for private individuals and a 10% cut in corporation tax
- Kennedy's promise to put a man on the moon by the end of the decade could be considered to be part of the 'New Frontier' programme
- measures such as the Educational Television Facilities Act of 1962 and Clean Air Act of 1963, suggest that the scope of the 'New Frontier' went well beyond just eradicating poverty
- many critics of the 'New Frontier' argued that it was largely a rhetorical exercise designed to promote Kennedy rather than achieve actual change.

Students may conclude that the answer depends on how widely the 'New Frontier' is interpreted. The legislation most associated with the 'New Frontier' certainly focused on poverty but there were many other areas which fitted with Kennedy's acceptance speech which said that 'Beyond that frontier are uncharted areas of science and space, unsolved problems of peace and war, unconquered problems of ignorance and prejudice, unanswered questions of poverty and surplus.'