



AS HISTORY 7041/2Q

The American Dream: reality and illusion, 1945–1980

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

Mark scheme

June 2023

Version: 1.0 Final



2 3 6 A 7 0 4 1 / 2 Q / M S

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, ie 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 the reasons for Kennedy's victory in 1960?
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[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

- Source A is JFK speaking in the first presidential debate. It was broadcast nationwide live on television and gained an audience of 66 million, higher than any of the other debates. This extract is valuable for illustrating what JFK considered to be the key issues to emphasise in the 1960 election and how he did so
- Kennedy's opening statement is admonishing in tone, condemning the failings of the Eisenhower-Nixon presidency in a variety of areas with an almost exasperated attitude.

Content and argument

- Kennedy argues that the US is underperforming economically; this would have chimed with a population who had endured recessions in 1958 and 1960
- Kennedy argues that the Soviet Union is forging ahead in science and engineering which echoes their success in launching Sputnik in 1957 which Eisenhower had been slow to respond to
- Kennedy argues that there is deprivation in the US among the four million people who wait for meagre food packages, here he implies that he would run a government for the many rather than the few
- Kennedy argues that the US is neither as great nor as powerful as it should be echoing past and future non-incumbent campaign rhetoric which often proves to be successful.

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

Provenance and tone

- Theodore H White was a successful and renowned journalist who earned a Pulitzer prize for his book on the Kennedy campaign
- White's book was published in 1961 and so was written with first-hand knowledge that was fresh in the minds of those interviewed
- the tone is anti-Nixon, dramatically mocking his failures in the debate and seems to revel in the errors of the campaign in preparing their man. This could be seen to undermine its reliability.

Content and argument

- White argues that Kennedy allayed fears about his inexperience with his nerveless performance
- White argues that Nixon's team failed to prepare the Vice-President well, that his physical appearance made him look ill-equipped for the role and that his sartorial choices made him look fuzzy
- White stresses the importance of the visual nature of the TV debate to Kennedy's victory, highlighting surveys that seemed to decisively call the election on the basis of those swayed by the TV debate.

In arriving at a judgement as to which source might be of greater value, students might conclude that though Kennedy's message was well judged in attacking flaws in the previous administration, the evidence presented by White suggests that it was the visual appearance of Kennedy and his composure under the studio lights that swayed many floating voters. Those favouring Source A might point to Kennedy's practical messages as of greater importance in winning votes, while those supporting Source B are likely to suggest that it was his 'style' that really won him the presidency.

Section B

- 0 2** 'The issue of race was the most significant factor dividing American society in the years 1945 to 1952.'

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 the issue of race was the most significant factor dividing American society in the years 1945 to 1952 might include:

- Truman was appalled by the treatment of African-American soldiers returning from fighting in the Second World War and issued Executive Order 9981 to desegregate the army, suggesting that African-American soldiers were not accorded the hero status conferred on their white peers
- Truman commissioned the 'to secure these rights' report which was scathing about the extent of discrimination in the USA as well as the state of education and housing for African-Americans
- several key cases brought to the Supreme Court in these years suggested significant divisions, including 1946's *Morgan v Virginia* (on transport) and 1948's *Shelley v Kramer* (on housing)
- Jim Crow laws and active segregationist policies were still in place throughout the South and defying the laws could lead to arrest and worse for African-Americans.

Arguments challenging the view that the issue of race was the most significant factor dividing American society in the years 1945 to 1952 might include:

- the 1948 Presidential election was amongst the closest fought in history, suggesting that political division was very significant
- clear geographic divisions existed between the economic wealth of the North versus the relative poverty of the South and the intellectual and political dominance of the North East over the rest of the country
- women lost jobs to returning soldiers and the baby boom began creating a gender divide between working men and disenfranchised housewives
- McCarthyism was growing in influence from early in 1950 through to 1952 and highlighted a division in how people felt the country should respond to communism.

In concluding, students might argue that any of the political, economic, geographical and gender issues highlighted could be said to be most significant but most are likely to argue that, on balance, the issue of race was the single most significant dividing factor in these years. Credit should also be awarded to students who consider racial divisions other than those between African-Americans and whites, Hispanic and native American divisions might be offered in this way.

0 3 'Eisenhower failed to deal with the domestic problems facing the USA.'

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 failed to deal with the domestic problems facing the USA might include:

- Eisenhower dragged his feet over Civil Rights, regretted appointing Earl Warren and allowed his Civil Rights Acts to be diluted. This was a far from dynamic and radical approach to a pressing national issue
- Eisenhower failed to publicly condemn Joseph McCarthy's witch-hunts in the early part of his presidency, notably when he failed to stand up for George C Marshall
- Eisenhower presided over two recessions, in 1953 and 1958, the latter of which saw unemployment peak at 7.5% and GDP decline nearly 4%
- the expansion of social security benefits to cover 10 million more Americans was also radical but failed to deal with the problems identified in Harrington's 'The Other America' which argued, based on research conducted in the 1950s, that up to 25% of the nation was living in poverty.

Arguments challenging the view that Eisenhower failed to deal with the domestic problems facing the USA might include:

- Eisenhower focused on balancing the national budget following the Korean War and succeeded in doing so in 1956, 1957 and 1960
- the Federal Highway Aid Act of 1956 saw Eisenhower invest huge amounts in the transport infrastructure in order to respond to the growth of the suburbs and the needs of the economy
- Eisenhower responded quickly to Civil Rights issues at Little Rock deploying US troops, the first time they had been sent to the South since the Civil War. He also passed two Civil Rights Acts, the first since the Civil War
- Eisenhower created a new Department of Health, Education and Welfare, made \$500 million available for low-income public housing and created the Highways Programme, all of which were examples of his 'dynamic conservatism'.

Students may conclude that while Eisenhower was proactive in areas such as health and infrastructure, his failure to deal with Civil Rights and McCarthyism suggest an unwillingness to engage with the major domestic problems the USA faced. He was helped by the substantial economic growth of the 1950s but still managed to preside over two recessions.