

A-LEVEL

History

Paper 2Q The American Dream: Reality and Illusion, 1945–1980
Additional Specimen Mark Scheme

Version: 1.0

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

A-level History Paper 2 Specimen Mark Scheme

2Q The American Dream: Reality and Illusion, 1945–1980

Section A

- | | | | |
|----------|----------|--|-------------------|
| 0 | 1 | With reference to these sources and your understanding of the historical context assess the value of these three sources to an historian studying attitudes to integrating schools in the South. | [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.

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

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

Provenance

- The source is from Eisenhower's State of the Union speech in January 1957, a public speech which has a high profile in the US and is well reported.
- Eisenhower was in his second term as President having won the 1956 Presidential election convincingly.

Content and argument

- The speech argues that progress is being made in civil rights and that Eisenhower's school construction bill will help 'children of all races'.
- Eisenhower is seeking to separate the content of his school construction bill from the wider issues of integration of schooling.
- Eisenhower implicitly refers to the belligerent tone of the Southern Manifesto response to the Brown decision and implores the people keep to "the American tradition of deep respect for the orderly processes of law and justice".
- Eisenhower accepts that much is still to be done – knowledge should be deployed to assess this.

Tone and emphasis

- Diplomatic and balanced in tone the source is also very clear about the importance of equality and mutual understanding.
- Eisenhower finishes by referring to the fact that much needs to be done in the pursuit of civil rights, but that much has already been achieved reflecting his belief in gradualism.

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

Provenance

- This is a speech by Faubus, the Governor of Arkansas at the time of the start of the school year of 1958.
- This speech is talking about the year following the Little Rock crisis and how Faubus is again using the issue of school desegregation for political ends.

Content and argument

- The source seeks to justify Faubus' decision to close the public schools in Little Rock through an appeal to experts 'our own educational people have testified' and to the fact that his actions are legal.
- Faubus argues that his principal focus is not to maintain segregation but rather to 'maintain the peace and good order and a suitable educational system'.
- Faubus is also appealing to long held southern tradition and the principle of 'states' rights' when it comes to operating the education system.

Tone and emphasis

- The tone is explanatory and vindictory but with a clear effort being made to restate his own credentials as a segregationist.

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

In assessing usefulness students may refer to some of the following:

Provenance

- The source is from an interview with a member of the Little Rock Nine recorded 22 years after the Little Rock Crisis began.
- The response is spontaneous and therefore not planned. Green is, however, aware of his status as one of the nine and how it has been enhanced in the decades since the crisis. He is also aware of the educational and possibly triumphalist nature of the TV programme that is being made.

Content and argument

- Green argues that Faubus' actions came as a surprise to many blacks given the fact that he had previously been seen as moderate and palatable.
- Green argues that the Little Rock Crisis 'made' Faubus and was vital in his re-election successes. Faubus was keeping to the recipe for opposition laid out in the Southern Manifesto on 1956.
- Green argues that Faubus made the decision to precipitate the crisis in Little Rock for political ends by using media interest to curry favour with segregationist voters.

Tone and emphasis

- The tone is earnest and reflective but also cynical about the motives of Faubus.

Section B

0	2	'Johnson's failure to win the Vietnam war stemmed from the mistakes of Kennedy.'
----------	----------	--

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 supporting the proposition, might include:

- Kennedy chose to ignore advice from De Gaulle about the danger of becoming bogged down in Vietnam
- Kennedy's reliance on the advice of McNamara and the military inevitably led to increased involvement
- Kennedy agreed to finance an increase in the South Vietnamese army and to send more military advisers to Vietnam, making it more difficult for Johnson to withdraw support with US pride intact
- Kennedy adopted the 'strategic hamlet' policy which increased support for the Vietcong amongst South Vietnamese peasants
- Kennedy's decision to support Diem despite his treatment of the Buddhist majority was misguided and compounded by his decision to allow the coup against the Diem regime.

Arguments challenging the proposition, might include:

- it was Johnson's decision to put troops on the ground that made withdrawal from Vietnam with honour intact, an impossibility
- Johnson used the Tonkin incident to gain a black cheque from Congress meaning the initial stages of the war were prosecuted at enormous cost and without serious consideration given to tactics
- Johnson's decision to maintain McNamara was a mistake given his lack of experience of the SE Asian mindset and history in general
- Johnson's stubborn attitude towards withdrawal, particularly when it came to the failure of Operation Rolling Thunder to disrupt the Vietcong
- Johnson was unwilling to take radical measures to damage the North Vietnamese such as flooding North Vietnam, or using a nuclear strike. There was considerable fear of collateral damage to Soviet or Chinese advisers in the North.

Strong answers may conclude that although the policies that Johnson adopted in Vietnam were significantly different to those of Kennedy in terms of expanding the scope of the war and putting troops on the ground, Johnson was forced into these by his desire not to lose the war, continuation of the policy of containment and self-belief. Kennedy had made mistakes but, arguably, Johnson was ultimately responsible for the deteriorating US position.

0 3 'The USA was a united country in the five years after the Second World War ended.'

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 supporting the proposition, might include:

- Victory in the Second World War was a powerful psychological stimulus for a sense of unity amongst the people, aided by the success of government propaganda during the Second World War and the pro-American stance of Hollywood studios
- income inequality had been in decline since 1937 owing to New Deal taxation and regulation of the National War Labor Board during World War II. Real wages also grew and the bottom 90% saw a greater increase in their wealth than the top 10%
- there was a consensus around opposition to communism both domestically and overseas
- poverty had been reduced, unemployment came down from the initial post war spike, Social Security had doubled and the minimum wage had been increased meaning more Americans felt the 'dream' was within their reach
- the 1944 GI Bill increased access to education and housing for millions of Americans
- Trade Unions had grown stronger during the war, especially the American Federation of Labour (AFL) and the Congress of Industrial Organisations (CIO) and so were able to protect workers rights and jobs more effectively.

Arguments challenging the proposition, might include:

- the close election result of 1948 suggests that the country was divided politically. Truman became increasingly unpopular during his second term
- African-Americans in the South were still subject to Jim Crow Laws; in the North many were left unemployed as war work began to dry up and white migration to the growing suburbs led to ghettoisation
- the contribution of women to the war effort was not recognised, many lost the jobs they had taken on and their position in society reverted to a pre-war state
- fear of communism was a polarising force in the new atomic age, sympathy with left leaning groups was seen as anti-American and led to the growth of the power of the House Un-American Activities Committee (HUAC)
- there were still large cultural differences as the homogenising effect of television and mass consumerism were in their infancy
- the switch from a wartime economy to a peacetime economy and the need to find employment for returning soldiers led to many groups struggling in the first years after the war
- few of the measures in Truman's 'Fair Deal' plan were passed owing to a Republican leaning Congress.

Stronger responses may show the ability to put forward differentiated assessments, for example showing an appreciation of the fact that many groups felt excluded from the 'American Dream' whilst the white majority had considerable confidence in the country and its continued success.

0 4 'Carter's failings in foreign affairs was the reason behind the election of Reagan.'

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 supporting the proposition, might include:

- Carter's response to the Soviet invasion of Afghanistan was criticised as weak by Republicans and Reagan in particular
- the disputes over the direction of policy between Vance and Brzezinski meant that foreign policy lacked cohesion
- the decision to recognise China while also continuing to tacitly support Taiwan through arms supplies created both Sino-American tension and also criticism of Carter for betraying an ally and being soft on Communist China. In addition the legal challenge to Carter for his abrogation of the Mutual Defense Treaty with Taiwan only resulted in a technical victory for Carter at the Supreme Court
- the failure of the attempt to rescue the hostages held at the American embassy in Teheran fatally wounded Carter's reputation in an election year
- Carter's support for Human Rights and criticism of South Korea, Chile and Uganda was seen as hypocritical in the light of his attitude towards the Soviet Union and China
- Reagan's repeated promise to take a strong stance against communism appealed to US voters compared to Carter's more nuanced approach.

Arguments challenging the proposition, might include:

- the Camp David Accords were a significant success and were the first time a US President had presided over a negotiated settlement between two combative nations since Theodore Roosevelt in the 1905 Russo-Japanese war
- Carter's relationship with China reduced tension in South East Asia and led to lucrative trade deals with China whilst also bringing China back into the international fold
- Reagan's strong personality, optimism and film-star appearance was immensely popular with voters as were his conservative attitudes to abortion, the death penalty and gun control and his focus on small government and cutting tax
- Carter's campaign was affected by the machinations of Ted Kennedy and dissatisfaction amongst part of the Democratic party, his collapse during a 6-mile jog and the story of his being attacked by a swamp rabbit both broke during 1979 and affected his public profile.

Strong answers may show differentiated assessments and/or an understanding of the ways in which key personalities and domestic developments were interrelated, challenges to the questions explicit focus on foreign affairs failings should also be rewarded.