

AS

History

Paper 2Q The American Dream: Reality and Illusion, 1945–1963
Additional Specimen Mark Scheme

Version/Stage: 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.

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AS History Paper 2 Specimen Mark Scheme

2Q The American Dream: Reality and Illusion, 1945–1963

Section A

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|----------|----------|---|-------------------|
| 0 | 1 | With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining Truman’s decision to introduce the Truman Doctrine? | [25 marks] |
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Target: AO2

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

Generic Mark Scheme

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|------------|--|--------------|
| 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 of well-supported comments on the value of the sources for the issue identified in the question. There will be sufficient comment to provide a supported conclusion but not all comments will be well-substantiated, and judgements will be limited. The response demonstrates a good understanding of context. | 16-20 |
| L3: | The answer will provide some relevant comments on the value of the sources and there will be some explicit reference to the issue identified in the question. Judgements will however, be partial and/or thinly supported. The response demonstrates an understanding of context. | 11-15 |
| L2: | The answer will be partial. There may be either some relevant comments on the value of one source in relation to the issue identified in the question or some comment on both, but lacking depth and have little, if any, explicit link to the issue identified in the question. The response demonstrates some understanding of context. | 6-10 |
| L1: | The answer will either describe source content or offer stock phrases about the value of the source. There may be some comment on the issue identified in the question but it is likely to be limited, unsubstantiated and unconvincing. The response demonstrates limited understanding of context. | 1-5 |
| | Nothing worthy of credit. | 0 |

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students must deploy knowledge of the historical context to show an understanding of the relationship between the sources and the issues raised in the question, when assessing the significance of provenance, the arguments deployed in the sources and the tone and emphasis of the sources. Descriptive answers which fail to do this should be awarded no more than Level 2 at best. Answers should address both the value and the limitations of the sources for the particular question and purpose given.

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

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

Provenance and tone

- The source is a speech made by George Marshall after having won the Nobel Peace Prize. He is using it to criticise US Foreign policy decisions, particularly the reduction of armed forces. Marshall was the only serving officer in the US Army to ever receive the prize.
- It is cautionary and reflective in tone. Marshall is aware of the 'hazardous world situation' but is trying to encourage US policy makers to maintain their military power 'for the moment' as a way of promoting peace and maintaining 'Allied cohesion'.

Content and argument

- Marshall refers to his first hand experience of rebuilding the US armed forces both before the Second World War and before the Korean War.
- The thrust of the source is an urgent warning about the importance of learning the lessons of History and not reducing the 'national military strength' as was done between 1945 and 1950.

Contextual knowledge should be used to assess the validity of these points, for example:

- by reference to Marshall's status as a US General, as Chief of Staff in the Second World War, the organiser of the Marshall Plan as a way of stopping communism gaining a foothold in western Europe and his attempts to broker peace between the communists and nationalists in China. Marshall felt that economic aid was vital in preventing countries and populations turning to Communism but that it should also be backed up by substantial force
- reference to the criticism of Marshall as having 'lost China' and other criticisms from McCarthy being a reason for Marshall criticising the direction of US foreign and military policy

- to corroborate and/or challenge whether there was a 'rapid disintegration between 1945 and 1950 of the US's 'once vast power for maintaining the peace'
- by reference to how the advent of nuclear weapons had changed the emphasis of military force from being associated with troop numbers exclusively to being a combination of conventional troops and nuclear bombs
- by reference to the nature of the Truman Doctrine which had promised to help countries under threat 'primarily through economic and financial aid' with the possibility of military assistance. Students might also mention how the creation of the UN and NATO had been designed to promote peace without the need for vast US military power.

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

Provenance and tone

- The source is from the 'Long Telegram' sent by Kennan to Byrnes in which he outlined a plan to contain the Soviet Union based on his understanding of their motives and nature. It was a classified document released the following year.
- The tone is alarmist and belligerent, it suggests that there is a uniformity to communist thinking and that the long term goal of spreading communism will be achieved in an opportunistic fashion.

Content and argument

- This source is often seen as the origin of the US policy of containment based on Kennan's view that the Soviet Union is 'highly sensitive to the logic of force', it chimed with Truman's own anti-communist attitudes and the Truman Doctrine.
- Kennan implores his readers to approve the use of force, strong resistance and a readiness to use force as the only way to contain the Soviet Union who are 'impervious to the logic of reason.'

Contextual knowledge should be used to assess the validity of these points, for example:

- by reference to the time and context of the telegram following Stalin's establishment of control in Eastern Europe, the commensurate threat to Western Europe and Stalin's speech on 9th February stating that the continued existence of capitalism and imperialism made future wars inevitable
- to challenge and/or corroborate the reasoning Kennan uses in the light of Stalin's understandable suspicion of US motives and his perspective that the USSR had previously been invaded by Germany through Eastern Europe twice and that the US had supported the Whites in the Russian Civil War whilst also dropping the A-bombs on Japan without discussion
- Kennan's stress that 'the Soviets are still by far the weaker force' emphasises the significance of the US advantage in nuclear technology and economic power
- to assess the validity of Kennan's analysis and his later criticisms of the attitude towards communism of Truman and Acheson.

In arriving at a judgement as to the relative value of each source, students may conclude that (e.g.) Source B is more valuable in summing up Truman's decision to contain communism through economic assistance and continued research into nuclear weapons as Kennan was given considerable credit as the architect of containment. Students may argue that Source A is valuable for an understanding of the fact that there were senior voices calling for the maintenance of a large standing army as a way of ensuring peace rather than the range of conventional forces, economic power, nuclear weapons and strategic alliances that Kennan advocated and Truman adopted.

Section B

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| 0 | 2 | 'The growth of the consumer society was the most significant domestic development under President Eisenhower.' |
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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

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|------------|--|--------------|
| 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 growth of the consumer society was the most significant domestic development under President Eisenhower, might include:

- the development of the consumer society left a significant percentage of the population marginalised, as highlighted in Michael Harrington's, '**The Other America**' notably African and native Americans but also those living in poorer areas like the Appalachians
- the development of nationwide brands and chains led to increased homogenisation in American society, reducing the differences between states who were geographically far apart
- the consumer society facilitated the increased importance of the media through TV and film but also popular music and specialised newspapers, the link to the growth of the teenage market and the beginnings of the feminist movement as a reaction to sexist advertising and pigeonholing of women's roles
- the boost provided to technology-based industries such as aerospace and car manufacturing which led to increased travel and more use of leisure time.

Arguments challenging the view that the growth of the consumer society was the most significant domestic development under President Eisenhower, might include:

- the growth of the civil rights movement was of enormous significance including the development of grass-roots protest and the emergence of Martin Luther King as a spokesperson for non-violence
- the continuing role of McCarthy and fear of communism during the Eisenhower years and how this affected the American population socially and the political discourse
- the role of the Warren Court and the increased profile of the Supreme Court both in civil rights and in questioning the constitutional settlement between the federal government and the states
- the growth of the media, particularly television which was facilitated by the consumer society but had a far more profound influence in terms of affecting opinions nationwide
- economic prosperity leading to suburbanisation and the 'hollowing out of the inner cities'.

Students may conclude that other issues such as McCarthyism and fear of the bomb along with the Supreme Court decisions on civil rights were highly significant but that the growth of consumerism contributed extensively to the latter through the development of the media and that the changes it brought had longer term consequences than the brief storm brought about by McCarthy.

0 3 ‘John F Kennedy was forced to address the issue of African-American civil rights by the actions of Martin Luther King.’

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 John F Kennedy was forced to address the issue of African-American civil rights by the actions of Martin Luther King, might include:

- King's profile in the media and status as a figure of trust and morality made his exhortations to action difficult to resist
- King had the highest profile at the March on Washington and was instrumental in the Birmingham Campaign in 1963
- Kennedy was keenly aware of the narrow margin of victory he had won in 1960 and didn't want to alienate southern Democrats by moving too fast on civil rights, his failure to promote a housing bill after he had promised to end discrimination in housing at 'the stroke of a pen' being a key example
- Kennedy had a closer relationship with King than any of the other civil rights leaders, his call to Coretta Scott King when King had been imprisoned during the sit-ins was seen as instrumental in his success with the black vote in 1960. King therefore had considerable influence over Kennedy.

Arguments challenging the view that John F Kennedy was forced to address the issue of African-American civil rights by the actions of Martin Luther King, might include:

- the sit-ins and Freedom rides of 1960 and 1961 forced the issue of civil rights back onto the agenda, King was not the driving figure in either of these movements
- Bobby Kennedy wanted to address the issue of civil rights and was instrumental in carrying out much of the positive work of the administration
- Kennedy was repeatedly embarrassed by communist propaganda which highlighted the hypocrisy of America's claim to be the land of the free whilst mistreating its black population
- Kennedy was keen to address wider issues of inequality through healthcare, wages and housing legislation but felt he needed to move slowly in order to keep Southern voters and dixiecrats in Congress onside. In this way King did not 'force' Kennedy to do anything he wasn't already planning to do
- Media coverage of the civil rights movement did more to prompt Kennedy's eventual actions, particularly of the sit-ins, freedom rides and James Meredith's attempts to enrol at the University of Mississippi and George Wallace's attempt to block integration at the University of Alabama.

Students may conclude that Kennedy had made substantial promises to African-Americans that he would address the issue of civil rights in his election campaign but that it required the efforts of King in exposing the nature of segregation in the South through the media to force Kennedy to make good on some of those promises.