
A-level
HISTORY
7042/2Q

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

Mark scheme

June 2022

Version: 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 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, assess the value of these three sources to an historian studying Carter and Ford and the election of 1976.

[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

- the source is valuable for its obvious strong pro-Carter tone, the language used is positive, visionary, empathetic and inclusive
- the source is valuable in highlighting the significance of national TV advertising in Politics. Here it is trying to create an image of Carter as Presidential and looking to appeal widely, reflected in the use of images of both people and places from across the country
- the emphasis is implicitly on the failings of Ford and the Republican Party over the previous six years. References to Carter's vision suggest a lack of vigour, leadership and a surfeit of corruption and scandal.

Content and argument

- Carter's campaign presented him as a man of the people untainted by Washington. His family history of 200 years in Georgia, his work as a peanut farmer, strong Christianity and leadership as governor of Georgia was very much to the fore. This is valuable in implicitly highlighting the contrast with Ford and the alleged 'deal' with Nixon
- references to corruption and scandal in the source highlight both Watergate and the perception that Nixon's pardon had been part of a deal with Ford
- the content is valuable because of the criticism of Ford's leadership. This echoes the regular parodies of Ford on Saturday Night Live and the accusation that he had become President without ever winning an election. The tag line 'A leader for a change' could cleverly be interpreted in two ways
- Carter seeks to highlight his desire to be President for all Americans, again a contrast to the insularity of the Washington bubble and the cronyism it creates. He talks of 'a vision that has grown and ripened as I have travelled and talked and listened and learned and gotten to know the people of this country' and that he will be 'A President who is not isolated from our people'.

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

Provenance, tone and emphasis

- Ford's biography is valuable as it was published three years after his defeat allowing time for hindsight, it also came out in the run-up to the 1980 election when Carter's declining popularity would potentially allow a less critical look at Ford's record
- the language Ford uses is valuable. It is statesman-like and complex, 'vehemence', 'prolonged bitter and abusive debate' designed to suggest Ford is intellectually more than capable and that he put the needs of the US before his own popularity, 'America needed recovery, not revenge'
- the emphasis is on justifying the decision to pardon Nixon and implicitly criticising the US electorate for the 'vehemence' with which this was viewed and the resulting role it played in Ford's defeat.

Content and argument

- the pardoning of Nixon was unpopular with voters and led to Democrat gains in the 1974 mid-terms, increasing their control of the Senate (61/39) and the House (291/144)
- the argument that Nixon would have fought a case brought against him is probably correct as Nixon's declaration that he was 'not a crook' and later interviews with David Frost suggest. As such, Ford was facing a Morton's Fork and the source is valuable in highlighting his perspective and reasoning
- Ford seeks to blame the pardon decision in this extract but there were other reasons for his defeat, such as his weakness in foreign policy and clumsiness in public. His approval rating halved in his first six months in power
- Ford highlights that 'America needed recovery, not revenge. The hate had to be drained and the healing begun.' admitting that the Nixon period had been a time of intense public mistrust, akin to a disease or injury that needed to be recovered from.

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

Provenance, tone and emphasis

- The New York Times is a popular and reliable newspaper and, as such, is a valuable source. It had a wide circulation in the financial capital of the US and could be expected to support Carter as it was traditionally Democrat leaning
- the article was published on 15 November 1976 after Carter's victory, nearly two weeks after the election but before the inauguration was due, meaning that Carter had not made any significant policy pronouncements. It therefore has contemporary value
- the tone is largely positive suggesting that Carter would be 'relentless' in pushing through policies but there is also some hesitation with the article claiming that although Carter 'promised a wide range of programs, reforms and innovations if elected' he also made 'occasional use of vague or ambiguous language' which 'left him considerable elbow room'.

Content and argument

- the source argues that Carter had been a relentless campaigner completing '1,495 speeches and hundreds of interviews' over a 21-month campaign which suggests he eclipsed the time Ford spent with the electorate, making him more relatable. This echoes the comments about travelling the country and getting to know the people from Source A
- Carter stressed his Christian morality repeatedly and his outsider status as making him qualified to restore 'trust and confidence in government' his honesty was sometimes misjudged, as in his interview with Playboy before the election
- Carter made a series of economic promises to reduce unemployment, cut inflation, balance the budget and reform taxation as well as promising to clean up government and decentralise but was accused by Ford of 'fuzziness' on issues, an accusation that is highlighted in the article but suggests that the Carter team were clever in not making precise promises but highlighting areas where Ford had failed
- the final comment in the article, "Some of Mr Carter's most interesting promises involve what could be called Presidential 'style'. Because the restoration of trust and confidence in government is by no means a petty concern, such promises have considerable importance" highlights the decline in the reputation of the presidency under Nixon and Ford and the fact that faith in government was at a low point.

Section B

0	2	'The United States became a more divided nation under Truman.'
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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 view that the United States became a more divided nation during the Truman presidency might include:

- Truman won the 1948 election by a thin margin, defying opinion polls, but the Democrats had already lost the House and Senate in the 1946 mid-terms
- Truman's, albeit limited, efforts to address civil rights after 1946 alienated Dixiecrats in the South
- Truman failed to handle McCarthy's accusations effectively after 1950, allowing a dangerous witch-hunt of supposed communists
- Truman clashed frequently with trade unionists, notably with John L Lewis of the CIO, which led to strikes in 1945, 1946, 1948 and 1949 leading Congress to pass the 1947 Taft Hartley Act over the Presidents protests.

Arguments challenging the view that the United States became a more divided nation during the Truman presidency might include:

- Truman's dropping of the Atomic Bombs on Hiroshima and Nagasaki, actions in the Berlin Airlift and Truman Doctrine were popular and established his credentials as a strong anti-communist
- Truman successfully oversaw the demobilisation of nine million soldiers and their re-integration into the workforce (often at the expense of female workers) while ensuring that unemployment never went above 5%
- despite an inflation rate of 25% in 1945-46 Truman oversaw a growing economy that raised living standards for all with total output up 90% on 1939 levels by 1952 and per capita income up 40% in the same time
- Truman continued FDR's GI Bill which saw 7.8 million veterans get help to attend college or buy homes, leading to a 5% cut in the poverty rate between 1949 and 1952
- the start of the consumer boom saw ownership of TVs, cars and electrical appliances increase in the late 1940s and early 1950s leading to homogenisation of entertainment, news and the ability for citizens to travel easily outside their home state, creating a wider sense of 'America' than had existed before.

Students may conclude that Truman succeeded in creating a stable and growing economy both through his own policies and the good fortune of a successful consumer boom however, the impact of the Second World War was always likely to be divisive in terms of civil rights, women's rights, workers' rights and a fear of communism that made the nation seem increasingly divided.

0 3 'Kennedy's greatest mistakes were in his appointments rather than in his policies.'

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 view that Kennedy's greatest mistakes were in his appointments rather than in his policies might include:

- Kennedy's appointment of Robert McNamara was an error, heavily driven by statistical analysis rather than experience – he advocated for increased involvement in Vietnam and for building up deterrence in armaments, exacerbating the Cold War
- Kennedy repeatedly appointed racist judges, such as William Harold Cox, in the South, which hampered the civil rights movement
- like McNamara, McGeorge Bundy was an appointment from outside politics to a key role as National Security Adviser where he was instrumental in persuading Kennedy to go ahead with the Bay of Pigs invasion and with escalation in Vietnam
- Kennedy's decision to keep Hoover as Head of the FBI was an error. Hoover was a powerful and entrenched figure who stymied the civil rights movement and had a hold over Kennedy owing to knowledge of his affairs.

Arguments challenging the view that Kennedy's greatest mistakes were in his appointments rather than in his policies might include:

- Kennedy's appointments included his brother as Attorney General. Under Bobby Kennedy convictions for organised crime increased 800% and he repeatedly intervened on the side of the civil rights movement in the Freedom Rides, over James Meredith's admittance to the University of Mississippi
- Kennedy made significant errors of policy, including the Bay of Pigs invasion and his stance at the Vienna Conference. Domestically he struggled to get Welfare legislation passed
- Sargent Shriver was an efficient administrator of the Peace Corps and was influential in pushing Kennedy to focus on the welfare aspects of the New Frontier
- choosing Johnson as his Vice President helped win Kennedy the 1960 election and helped get bills through Congress. As a southern politician he could relate to the Dixiecrats and as a seasoned politician knew how to get legislation moving.

Students may conclude that Kennedy's appointments were largely successful domestically. Johnson brought political savvy that helped pass legislation, Robert Kennedy was energetic in taking on organised crime and civil rights abuses and Sargent Shriver did as much as could be expected for the New Frontier. However, in foreign policy he made the mistake of hiring very well qualified advisers who had little political experience and the resulting foreign policy failures, such as over the Bay of Pigs and increasing involvement in Vietnam, were genuine disasters.

0 4 To what extent were US military mistakes responsible for US failures in the Vietnam War in the years 1964 to 1968?

[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**
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- 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 view that US military mistakes were responsible for US failures in the Vietnam War in the years 1964 to 1968 might include:

- the US military consistently underestimated the Vietcong and struggled with fighting a guerrilla war. In fact, the Vietnamese were led by seasoned fighters, such as General Giap, who had used similar tactics to force the French out of Vietnam after the Second World War
- the average age of combat soldiers in Vietnam was 19 compared to 26 in the Second World War. Soldiers fought for a year before being able to return home, meaning experienced soldiers were repeatedly replaced by inexperienced teens
- the US military failed to protect symbolic and tactical locations resulting in the capture of the US Embassy during the Tet Offensive and in the sacrifice of the isolated base at Khe Sanh. These defeats became effective propaganda for the Vietcong (and Moscow) as well as eroding support at home
- General Westmoreland believed a war of attrition would be successful and repeatedly cited 'positive indicators' of success while underestimating the Vietnamese willingness to endure far higher casualty rates than the US public would.

Arguments challenging the view that US military mistakes were responsible for US failures in the Vietnam War in the years 1964 to 1968 might include:

- the US politically alienated many of its allies by escalating the war in Vietnam. The UK and France refused to send troops, indeed Charles de Gaulle denounced US policy in public, meaning the US lacked support in terms of troops and insight from the French experience of fighting the Vietnamese
- MacNamara, Bundy and Rusk consistently advocated for escalation in the war leading to increased troop numbers, the strategic bombing campaign and a poorly trained fighting force in Vietnam
- Johnson's declining poll ratings made him reticent to increase troop numbers despite the insistence of MacNamara, he also feared the potential consequences of escalation bringing in the USSR or China
- media coverage also undermined the war effort politically and socially, particularly when Walter Cronkite turned against the war in February 1968.

Students might conclude that while the US military did make mistakes in underestimating the Vietnamese and choosing the wrong tactics, they were not helped by indecision and incorrect decisions from politicians in Washington and the declining public perception of the way the war was going.