



A-level HISTORY 7042/2Q

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

Mark scheme

June 2023

Version: 1.0 Final



2 3 6 A 7 0 4 2 / 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.

Further copies of this mark scheme are available from aqa.org.uk

Copyright information

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2023 AQA and its licensors. All rights reserved.

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 the position of African-Americans in US society in the years 1978 to 1980.

[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 article is taken from a news story in the New York Times from August 1978. The New York Times is a left-leaning newspaper with a reputation for high journalistic standards so it is likely to be a reliable account of the content of the speech and the implications
- Rev Jesse L Jackson was a renowned civil rights leader and a protégé of Martin Luther King
- the fact that Jackson had been invited to speak to the Republican National Committee suggested that the Republican Party were keen to gain African-American votes
- the tone is balanced and dispassionate, the only emotive term used is to refer to 'the devastating decline in the party's share of black votes'.

Content and argument

- the article relates Jackson's encouragement to Republicans to reach out to black voters or face 'becoming an extinct party' this suggests that civil rights legislation has succeeded in creating a powerful black caucus that could sway national elections
- the article's thrust and the fact that Jackson had been invited to speak suggests that the Republicans were receptive to the message Jackson delivered and hence that they were interested in picking up more black votes
- the article highlights that 'A standing ovation greeted the message from the Chicago-based civil rights leader' suggesting that Republican leaders felt that Jackson was a significant figure and that his speech was highly anticipated. This suggests that civil rights legislation had succeeded in bringing black leaders into positions of influence
- the article highlights Jackson's argument that 'blacks should register Republican so they could "broaden our political options" and avoid being taken for granted by the Democrats.' suggesting that the fact that the African-Americans had acquired voting rights was stymied by the fact that the Democratic Party took their votes for granted and so were hesitant to offer further legislation.

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

Provenance, tone and emphasis

- the publication is a highly respected national newspaper which had repeatedly been awarded Pulitzer prizes for its reporting, suggesting that the material has been well researched and can be trusted
- the date of the source is key here, August 1980 was barely three months before the Presidential election in which the incumbent President Carter faced a revived Republican Party under Ronald Reagan
- despite the name, the publication was renowned for a balanced and non-sensational approach to news reporting
- the tone is exasperated with the idea that the KKK are still having influence on the two main political parties. It is also clear that the language used by Metzger is coded racism 'who campaigned to aid "white working people"'.

Content and argument

- the argument is that there is Klan influence on both the major political parties. There is an attempt to provide balanced coverage despite the significant difference in the stories, 32 000 votes for a right-wing candidate in a party nomination election for a single congressional district is distinct from a claim that a major party's manifesto reads 'as if it were written by a Klansman'
- the article is at pains to point out that both parties have repudiated Klan associations declaring that Metzger is 'against everything the Democratic Party stands for' and quoting Reagan as saying that "I have no tolerance for the Klan and I want nothing to do with it.", suggesting that overt racism was no longer tolerated in mainstream politics and that there was a consensus on the issue
- however, the article only highlights Reagan's rejection of the Klan rather than of the policies that appeal to the Klan. These policies were part of a 'Southern Strategy' defined by Lee Atwater as pursuing white working-class votes in the South through policies that negatively affected African-Americans, such as protecting the right to bear arms, cutting welfare (which was disproportionately claimed by African-Americans), ending busing and handing more responsibility for education to the States
- Reagan had given a speech in Neshoba County, within ten miles of the 'Mississippi Burning' murders of 1964 in which he declared his enthusiasm for 'states' rights' suggesting he was aligned with this policy.

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

Provenance, tone and emphasis

- the source is from a specialised academic publication which, while private, was non-profit and was statistically driven. The publication date of 1982 would have allowed plenty of time to collect data on the period to 1980
- the emphasis is on 'blacks' continuing socio-economic disadvantages' and is supported using a variety of statistics ranging from infant mortality to median income
- the publication is likely to be trustworthy as its entire business model is dedicated to providing reliable data
- the tone is dispassionate with a focus on dry statistical data but there are exculpatory notes to the explanation and a criticism in the final line that 'gains may be slowed and income differentials unimproved if the current administration's reversal of socio-economic policy remains unchanged'.

Content and argument

- the content is data rich and highlights a variety of changes in the black experience, some of which are positive but many of which are negative
- highlighted points include the fact that 'teenage and out-of-wedlock fertility remain much higher than for whites' and that 'Black infant mortality is still double that of whites and life expectancy is 6 years shorter' which suggest that civil rights legislation has not addressed economic inequality
- the content of the source does suggest that 'Occupational status has improved for blacks and their educational attainment is now close to that of whites' which points to improvements brought about by civil rights legislation. In addition, it is noted that in the 1970s 'more blacks moved into the South than moved out in a reversal of the historic pattern' which suggests that the South is no longer seen as an inherently detrimental place for African-Americans to live
- the source also highlights ingrained disadvantage that civil rights legislation has done little to change, 'Divorce and separation have risen faster for blacks than whites. Many of these gaps are related to blacks' continuing socio-economic disadvantages: average family income is 56% that of whites; the poverty rate is 3.5 times higher; unemployment is twice as high.'

Section B

- 0 2** 'The biggest problem facing Truman in the first three years of his Presidency was dealing with the economic legacy of the war.'

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 biggest problem facing Truman in the first three years of his Presidency was dealing with the economic legacy of the war might include:

- the US had, in Roosevelt's words, been the 'Arsenal of Democracy' during the war. Truman now faced the prospect of having to move the entire economy from a wartime footing into a modern consumer economy
- inflation was a serious problem as millions of Americans began to spend the money they had been careful with throughout the war. Inflation climbed from 2% during the war to 18% in 1946
- Truman had to prepare for the reintroduction of a substantial proportion of the 12 million military personnel into the economy – between mid-1945 and mid-1947 the size of the US military reduced almost 90%, from more than 12 million to about 1.5 million. This created a huge labour surplus
- strikes had been outlawed during the war but with cuts in factory employment, high inflation and poor conditions Truman was forced to pass the Taft-Hartley Act to deal with industrial unrest.

Arguments challenging the view that the biggest problem facing Truman in the first three years of his Presidency was dealing with the economic legacy of the war might include:

- the Soviet occupation of Eastern Europe and the situation in Greece were a far more serious threat to American hegemony than the economic legacy of the war and a climate of fear quickly built around Soviet intentions resulting in the promulgation of the Truman Doctrine in 1947
- the parlous state of the economies of Western Europe was also a significant concern for the US. George Marshall's revelations about the danger of communist parties in France and Italy resulted in a sweeping Marshall Plan to stave off economic collapse
- civil rights issues were also pressing on Truman, from individual cases such as the beating of Isaac Woodard Jr, a returning African-American soldier in February 1946 and the continuation of the Double V campaign which sought to conflate victory over the Nazis with the fight for equality at home
- the dropping of the atomic bombs on Hiroshima and Nagasaki ushered in a new nuclear age that threatened humanity. As the leader of the only existing nuclear power, Truman had to decide on US policy on nuclear proliferation
- Truman faced pressure from the Jewish community in the US to support the creation of a new Jewish state, however, Jewish nationalists in Israel were conducting a guerrilla war against the British occupation there.

Students may conclude that Truman faced significant domestic problems in the first three years of his Presidency including dealing with the economic legacy of the war, inflation and labour relations but the biggest threat was the fragile nature of the peace in the advent of a nuclear age.

0 3 'President Kennedy's economic and social policies were a great success.'

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 President Kennedy's economic and social policies were a great success might include:

- Kennedy's policies saw unemployment drop from 7% to 6% during his short presidency and continuing to drop to 3.8% by 1966 as Johnson steered the same course. Kennedy also increased the minimum wage, established the 40-hour working week and created new training programmes in a wide-ranging slate of legislation focused on workers' rights
- Kennedy proposed significant tax cuts for both personal and corporate tax which were supported by 60% of Americans, arguing that a 'rising tide lifts all boats'. In the fiscal year after Kennedy's death the federal budget shrank and the Dow Jones Industrial Average climbed steadily during the second half of his presidency and in the year after his death
- Kennedy commissioned Eleanor Roosevelt to head a Commission on the Status of Women and introduced an Equal Pay Act as part of his 'New frontier' legislation, there were also substantial measures in health, housing and education which could be discussed
- the Kennedy administration introduced the 1963 Civil Rights Bill and supported the Freedom Riders, James Meredith and the March on Washington.

Arguments challenging the view that President Kennedy's economic and social policies were a great success might include:

- unemployment only dropped 1% in Kennedy's presidency and recovery from the recessions of 1958 and 1960 was slow, the stock market had also failed to recover after losing a quarter of its value in the two years before Kennedy became President
- Kennedy clashed publicly with the President of US Steel over a proposed price increase that Kennedy felt violated an agreement he had brokered between the industry and the United Steel Workers' Union. This gave the impression that Kennedy was anti-business
- Kennedy announced his support for the ERA but failed to take any measures to help it pass
- Kennedy had to be pushed into helping the Civil Rights Movement, he was angered by the Freedom Riders and didn't initially approve the March on Washington, though he introduced the Civil Rights Bill he struggled to get the required support for it in Congress and failed to pass the bill
- much of the social legislation Kennedy introduced failed to pass Congress, including the Medicare Act and federal aid to education law. It was left to Johnson to pass the social policy agenda of the Kennedy administration.

Students may conclude that while Kennedy had some excellent social policies he failed to make many of them into law, while his economic policies produced some successes these were not as significant as the question implies. Responses may well be binary 'success/failure' style answers but more sophisticated answers may well seek to subdivide the idea of success into economic success, civil rights' successes and political successes and make judgements in each category.

- 0 4** To what extent was Kissinger responsible for the direction of US foreign policy in the years 1969 to 1976?

[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 Kissinger was responsible for the direction of US foreign policy in the years 1969 to 1976 might include:

- Kissinger successfully negotiated the 1973 Paris Peace Accords which brought a ceasefire in Vietnam and was awarded the Nobel Peace Prize for this role
- Kissinger's China strategy begun in 1971 with two secret trips to China, created the environment in which Nixon could visit in 1972 and relations and trade could begin while at the same time driving a wedge between the two major communist powers
- Kissinger took part in extensive shuttle diplomacy in the Middle East and was crucial in the response to crises in the region engaging in 'shuttle diplomacy' between Tel Aviv, Cairo, and Damascus to deal with the aftermath of the Yom Kippur War
- Kissinger encouraged the CIA to support military coups in both Argentina and Chile that installed dictators whose policies were diametrically opposed to American ideals of democracy.

Arguments challenging the view that Kissinger was responsible for the direction of US foreign policy in the years 1969 to 1976 might include:

- Nixon was the key figure in the period of détente. He had already set a precedent when, as Vice President, he travelled to Moscow to meet with Khrushchev. This helped him build a positive relationship with Brezhnev which was key in negotiations over the 1972 SALT treaty
- the Paris Peace Accords were violated by both sides almost from the start. Within two years, communists had taken control of South Vietnam and Cambodia which was never Kissinger's intention
- Kissinger reacted to events in the Middle East rather than directing foreign policy there. Far from shaping policy in the Middle East he was constantly having to refine it to keep up with events
- Kissinger had more free rein under Ford and so it could be argued that he only shaped foreign policy between 1974 and 1976, although at that stage the direction had been set by Nixon
- Kissinger only began to work with Nixon after he was appointed as National Security Advisor in January 1969. By this stage, Nixon had extensive foreign policy experience and had referenced his plans in the 1968 election campaign. Kissinger was the tactician who would help bring the plans to fruition rather than the mastermind behind them.

Students might conclude that Kissinger's influence was certainly significant but that his attempts to direct foreign policy in Vietnam failed and his actions in the Middle East were reactive rather than part of a grand plan. Students might also comment that Nixon was the de facto conductor of foreign policy with Kissinger's role purely advisory.