

AS
HISTORY
7041/2Q

The American Dream: reality and illusion, 1945–1980
Component 2Q Prosperity, inequality and Superpower status, 1945–1963

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, which of these two sources is more valuable in explaining why Joseph McCarthy's accusations attracted support?

[25 marks]*Target: AO2**Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.***Generic Mark Scheme**

- L5:** Answers will display a very good understanding of the value of the sources in relation to the issue identified in the question. They will evaluate the sources thoroughly in order to provide a well-substantiated conclusion. The response demonstrates a very good understanding of context. **21-25**
- L4:** Answers will provide a range of relevant well-supported comments on the value of the sources for the issue identified in the question. There will be sufficient comment to provide a supported conclusion but not all comments will be well-substantiated, and judgements will be limited. The response demonstrates a good understanding of context. **16-20**
- L3:** The answer will provide some relevant comments on the value of the sources and there will be some explicit reference to the issue identified in the question. Judgements will however, be partial and/or thinly supported. The response demonstrates an understanding of context. **11-15**
- L2:** The answer will be partial. There may be either some relevant comments on the value of one source in relation to the issue identified in the question or some comment on both, but lacking depth and having little, if any, explicit link to the issue identified in the question. The response demonstrates some understanding of context. **6-10**
- L1:** The answer will either describe source content or offer stock phrases about the value of the source. There may be some comment on the issue identified in the question but it is likely to be limited, unsubstantiated and unconvincing. The response demonstrates limited understanding of context. **1-5**
- Nothing worthy of credit. **0**

Indicative content

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

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

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

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

Provenance and tone

- the speech is valuable as it was given to the Women's Republican Club of Wheeling, West Virginia, rather than in Congress, suggesting that McCarthy was trying to speak to the Republican base rather than politicians
- the speech is valuable as McCarthy's position as a Senator lends credibility to his accusations
- the speech is valuable as it is so forthright. The tone is confident, authoritative and accusatory. McCarthy could even be accused of being messianic. The use of words like 'infested' make the speech highly emotionally charged.

Content and argument

- McCarthy argues that the US has not been invaded militarily, and infers that this would be impossible, instead he argues that the invasion is one that is insidious and can be traced to those highest up in society. In the early years of the Cold War, with the USSR successfully testing an atomic bomb in 1949, his accusations seemed credible
- McCarthy's accusations came at a time of growing fear of Communism in the US, the Alger Hiss case had concluded barely two weeks before, meaning the population knew that communists could be found at high levels in the US government
- McCarthy argues that foreign policy in the US is being directed by communists or communist sympathisers and that there are many of these in government claiming 57 cases in this, presenting 81 files in Source B and at various other times claiming knowledge of 205 examples.

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

Provenance and tone

- the source benefits from hindsight as it was published in 1974, as such, the portrait of McCarthy is inevitably negative
- as a book by a historian, it should also be balanced and benefit from research into the events, the death of McCarthy in 1957 also means that Manchester is not inhibited in his opinions by fear of legal action
- the tone is scathing, suggesting that McCarthy had both the physical and personality traits of a deceitful person. It goes on to be dismissive of the case that McCarthy built and presented to Congress.

Content and argument

- the source argues that despite McCarthy's character flaws he had 'ruthlessness, a phenomenal ability to lie and a natural grasp of the American communications industry' that made him seem credible
- the source argues that McCarthy's arguments were most credible to those citizens who were less media literate, those who decided on their opinions 'by studying the comic strips first, then the sports and then glancing carelessly through the headlines'
- the source suggests that McCarthy was willing to lie to Congress but was also capable of staging a show – this gained him media attention that made his accusations seem feasible. Especially in the early age of television and at a time when respect for politicians was greater, this helps explain why he could attract attention and support.

In arriving at a judgement as to which source might be of greater value, students might conclude that Source B benefits from hindsight but is highly critical of McCarthy and suggests only a fool would have been taken in by him. In contrast, Source A highlights how McCarthy was able to play on fears of communist infiltration and present himself as the defender of the common man.

Section B

- 0 2** “The strongest opposition to the Civil Rights movement, in the years 1952 to 1960, came from members of the Democratic Party.’

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21-25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

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

Arguments supporting the view that the strongest opposition to the Civil Rights movement, in the years 1952 to 1960, came from members of the Democratic Party might include:

- the Southern Manifesto of March 1956 was signed by 101 southern politicians, 99 of whom were Democrats. It legitimised opposition to the civil rights movement
- Orval Faubus, the Democrat Governor of Arkansas, opposed the integration of Little Rock High School in 1957 and action that inspired other southern Democrats and led to Faubus being re-elected four times
- southern Democrats watered down the 1957 Civil Rights Act and also opposed it in Congress, including Strom Thurmond's 24 hours and 18 minutes filibuster.

Arguments challenging the view that the strongest opposition to the Civil Rights movement, in the years 1952 to 1960, came from members of the Democratic Party might include:

- Eisenhower, a Republican president, slowed the pace of reform and had to be pushed into intervening at Little Rock while allowing the Civil Rights Acts of 1957 and 1960 to be savaged in Congress
- the KKK was reformed in the South and became increasingly active after 1951. It increased its intimidatory practices, such as the bombing of black families, while the White Citizens' Council, formed in 1956, allowed middle-class whites to oppose civil rights without being associated with the Klan
- grass roots racism, such as that which led to the death of Emmett Till and the acquittal of his killers or the reaction to the Montgomery Bus Boycott, was more effective in preventing support for civil rights
- the documentary 'The Hate that Hate Produced' in 1959, raised the spectre of a militant African-American civil rights movement personified by Malcolm X which alarmed middle-class whites in the North and South leading to a feeling that the civil rights movement was moving too fast.

Students may conclude that southern Democrats legitimised opposition to civil rights through moves like the Southern Manifesto and the actions of Faubus, but it was the grass roots opposition that they inspired that did most to suppress the civil rights movement through creating a climate of fear for African-Americans.

0 3 'In the years 1958 to 1963, American Presidents were consistently outmanoeuvred in foreign affairs by Khrushchev.'

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, in the years 1958 to 1963, American Presidents were consistently outmanoeuvred in foreign affairs by Khrushchev might include:

- the Cuban Missile Crisis finished with Khrushchev getting US missiles removed from both Italy and Turkey and strengthening his relationship with Castro, all for the sake of some poor publicity
- by building the Berlin Wall, Khrushchev ended the brain drain in Berlin and left Kennedy looking impotent as he could offer no real response
- Kennedy described the outcome of the Vienna Summit on 4 June 1961 as a defeat, saying of Khrushchev “He beat the hell out of me” it was the “worst thing in my life. He savaged me”
- Khrushchev succeeded in embarrassing Eisenhower over the U2 incident in 1960 by keeping news of the capture of Gary Powers secret. This allowed Khrushchev to demand an apology from Eisenhower that the latter was unwilling to give.

Arguments challenging the view that, in the years 1958 to 1963, American Presidents were consistently outmanoeuvred in foreign affairs by Khrushchev might include:

- Kennedy managed to prevent nuclear weapons being installed in Cuba as a result of the Cuban Missile Crisis and his success was pivotal in creating an image of JFK as the victor and Khrushchev as the vanquished which contributed to his downfall in 1964
- the building of the Berlin Wall was effectively turned into a propaganda victory in the US – Kennedy’s ‘Berliner’ speech two years later to 450 000 people reaffirmed the US position as leader of the free world
- Khrushchev did little manoeuvring and was lucky with some of Kennedy’s mistakes, such as the Bay of Pigs and the escalation in Vietnam which was prompted by McNamara
- Nixon’s visit to Moscow in 1959 and Khrushchev’s return visit later the same year, highlighted to the Soviet leader the tremendous wealth and success of the US economy during visits to New York, Iowa and California. On his return to the USSR, Khrushchev sought to replicate many of the things he had seen in the US.

Students might conclude that Kennedy was initially naïve in foreign policy and suffered because of Khrushchev’s experience, however, he learned how to make propaganda successes such as in the cases of the Berlin Wall and the Cuban Missile Crisis. Eisenhower succeeded in developing a strong relationship with Khrushchev but was left in a very difficult position by how Khrushchev chose to handle the U2 incident.