

**A-level
HISTORY
7042/2Q**

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

Mark scheme

June 2020

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, i.e. 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 pressures for change from African-Americans in the years 1963/64.

[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

- James Farmer was the Director of CORE and one of the 'Big 4' civil rights leaders
- 3rd May was the same day that Bull Connor had begun to use fire hoses against child protesters in the Birmingham Campaign. Media publication of these images was extremely powerful
- the source is a telegram sent direct to Kennedy pleading with him to take action. The short sentences give it a terse and abrupt tone conveying the urgency of the situation
- the tone is forthright, warning of continuing violence and urging Kennedy to take action.

Content and argument

- the source is critical of Kennedy's response, suggesting that he is focusing on political calculations rather than justice, 'Politics have for too long controlled government actions on civil rights'
- the source also accuses Kennedy of being passive, 'I urge you to do more than watch and wait'. Kennedy was often accused of doing nothing for African-Americans but charm them, his failure to act on Housing would be an example
- the source suggests that the Birmingham police are 'intentionally provoking wide scale violence' and that the police are brutal and lawless, challenging Kennedy to intervene. Despite this, Farmer argues that non-violent protests will continue
- the source argues that non-violent protest of this nature will continue until the 'President of the United States overcomes his fear of speaking out'. Kennedy was wary, as an election year approached, of being seen to be too proactive in civil rights.

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

Provenance, tone and emphasis

- Kennedy is delivering a speech at the White House designed for national and international consumption via television. He is, therefore, addressing a vast audience, suggesting this is a very significant speech
- the source is taken from Kennedy's 'Report to the American People on Civil Rights' in which he proposed the legislation that would form the Civil Rights Act of 1964
- the speech occurred less than a month after the end of the Birmingham Campaign
- the tone is uplifting but admonishing, seeking to set the civil rights campaign in the context of American freedoms and the proselytising of them worldwide.

Source B: Content and argument

- the source argues that denying civil rights for African-Americans is contrary to the American belief in freedom, it is implicit that he is referencing how the USSR used the civil rights campaign to highlight US hypocrisy
- Kennedy argues that 'no city or State or legislative body' can ignore the campaign, implying that the Presidency is not alone in having failed to address civil rights and implicitly criticising the prevarication in the South and filibustering in Congress
- Kennedy recognises that the civil rights movement has led to violence and created tension, suggesting that he has been forced into action, such as at Birmingham
- Kennedy criticises the police response and frames the situation as a 'moral crisis'.

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

Provenance, tone and emphasis

- Malcolm X was a former leading figure in the Nation of Islam who had broken from them in the previous month. He had been highly critical of Kennedy's response to civil rights, even to the extent of seeming to praise his assassination
- the date of the speech is during the passing of the Civil Rights Act of 1964 which Johnson was pushing through Congress using Kennedy's legacy to bolster his case
- Malcolm X is speaking to an audience at a Baptist Church, indicating that he is seeking to broaden his message beyond the NOI as he sought to establish his own organisations and have more influence on politicians
- the tone is highly critical of the 'white man' and therefore implicitly of Kennedy. The language is inflammatory suggesting a white conspiracy against blacks.

Source C: Content and argument

- Malcolm X suggests that the year 1964 is key and that if no action is taken at 'the ballot', the response will be violent, 'the bullet'
- Malcolm X argues that African-Americans have become 'disillusioned' and 'disenchanted' with false promises from politicians whose indications of support for the movement have been 'trickery and lies' suggesting that the Kennedy administration never supported civil rights
- Malcolm X suggests that black discontent is a bigger threat to the USA than Soviet atomic bombs
- Malcolm X mocks the civil rights movement's faith in, and use of, non-violence and suggests that marches and protest songs are nothing more than 'marching back and forth' between the feet of dead white men in Lincoln and Jefferson. The entire source suggests that Kennedy's response had been more like feet-dragging and avoidance than engagement and response.

Section B

- 0 2** 'The development of suburbs was the most significant social result of the growth of the American economy in the 1950s for the people of America.'

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/factors supporting the view that the development of suburbs was the most significant social result of the growth of the American economy in the 1950s for the people of America might include:

- suburbanisation led to the hollowing out of the cities and urban problems of economic segregation and crime that had a long-term impact
- suburbanisation saw a growth in the reliance on the motor car and hence on the cost of petrol that would place the US economy in danger in the OPEC crisis of the 1970s
- cheaper land in the suburbs led to the growth of shopping centres and out of town stores, increasing reliance on the motorcar but also helping to drive down costs because of cheaper rent for stores
- the growth of the suburbs created jobs in construction that helped to absorb the huge numbers of soldiers that had to be reincorporated into the workforce.

Arguments/factors challenging the view that the development of suburbs was the most significant social result of the growth of the American economy in the 1950s for the people of America might include:

- the development of the entertainment industry, through movies and pop music, had wider implications for the US in terms of protest and the impact on creating a consumer market
- the growth of the interstate highway system, following the Highways Act of 1956, created greater travel opportunities and contributed to increased efficiency
- with the growth in TV ownership, advertising became a more significant industry selling a turbo-charged version of the American dream to the population
- the ramping up of US manufacturing during the Second World War enabled increased productivity of consumer goods after the war ended allowing the US to dominate global trade. In addition, increased efficiency in US farming enabled huge surpluses for export and a reduction of rural jobs
- media and advertising growth led to increased homogeneity across the country, with chain stores and restaurants expanding and companies consolidating.

Students may conclude that suburbanisation was a significant social result of the growth of the economy but many other social changes in business, media, travel and manufacturing also have convincing claims to have been significant.

- 0 3** To what extent did media attention contribute to the success of protest movements in the years 1965 to 1971?

[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 media attention contributed to the success of protest movements in the years 1965 to 1971 might include:

- the coverage of the Selma campaign prompted Johnson to introduce the 1965 Voting Rights Act
- the active participation of celebrities like Jane Fonda, Muhammad Ali and John Lennon in the anti-war movement inspired others and even provided a soundtrack. Nixon and Kissinger began a drawdown of troops as a result
- Nixon introduced affirmative action programmes in 1970 to address issues of economic inequality for minorities and force government contractors to employ a quota of minority workers. This came in part as a response to the switch in the focus of the civil rights movement on to jobs, first seen in the March on Washington and echoed in the Poor People's Campaign
- coverage of Vietnam veterans throwing away their medals in 1971, alongside the occupation of the Statue of Liberty in the same year by anti-war protesters, led to Gallup surveys finding that the war only had the support of 28% of the population.

Arguments challenging the view that media attention contributed to the success of protest movements in the years 1965 to 1971 might include:

- media coverage of the riots in the long hot summer of 1967 turned many voters away from the justice of the movement, and highlighted the existence of a 'silent majority' for whom the civil rights movement had gone too far
- student protests led by the Yippies and SDS at the Democratic Convention in Chicago in 1968 quickly got out of hand, press coverage of 'Pigasus' and the out of control Chicago police force undermined the popularity of the Democratic party and helped Nixon win the election
- the bra-burning/freedom trash can protests outside the Miss World contest in 1968 gained huge media attention but didn't lead to significant change in attitudes to women
- protest movements were not actually that successful in the period, after 1965 no new legislation was introduced for civil rights, the Vietnam War was not ended and limited progress was made in women's rights
- publications such as Betty Freidan's 'The Feminine Mystique' and Rachel Carson's 'Silent Spring', also contributed to the success of protest movements.

Students may conclude that media coverage of non-violent protests still had power and led to change in Selma and, to a lesser extent following the Poor People's Campaign, however when violence occurred the media coverage was likely only to confirm the existing beliefs of voters in either the injustice of the war or the fecklessness of the modern generation.

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| 0 | 4 | To what extent was Reagan's victory in the 1980 Presidential election due to the failure of Carter's foreign policy? |
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[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.

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- Nothing worthy of credit. **0**

Indicative content

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Arguments supporting the view that Reagan's victory in the 1980 Presidential election was due to the failure of Carter's foreign policy might include:

- the Soviet invasion of Afghanistan, in December 1979, suggested that the USSR had little fear of reprisals from Washington
- the ongoing hostage crisis in Iran, the failed rescue attempt and the ongoing media coverage of burning US flags in Tehran undermined Carter in the eyes of the public
- the rising cost of oil, from \$20 a barrel in 1970 to nearly \$70 in 1980, suggested that the US were powerless to influence OPEC who were now in a position to hold the US to ransom
- Reagan exploited Carter's foreign policy problems in speeches and debates also promised to increase the size of the US military.

Arguments challenging the view that Reagan's victory in the 1980 Presidential election was due to the failure of Carter's foreign policy might include:

- Reagan avoided a focus on foreign affairs for fear of being accused of exploiting the hostage situation, instead he looked to allow the public to draw their own conclusions
- Carter was already seen as a weak candidate despite being President, he had faced a challenge from his own party in Edward Kennedy and lacked Reagan's celebrity and ease with the limelight
- Reagan's focus on the economy, especially cutting taxes and balancing the budget, seemed more concrete than Carter's vague promises about a recovery
- in the Presidential debates, Reagan came over as more optimistic and offering something new, his use of the phrase 'There you go again' to rebut Carter's points made the latter seem weak and repetitive
- Carter had helped to broker a peace between Israel and Egypt at Camp David and also recognised the People's Republic of China, both of which had seemed unlikely since 1945 and could be seen as rebutting the idea of a decline in the US' status as a world power.

Students might conclude that Carter struggled with foreign policy which weakened him when it came to the election, but Reagan focused mainly on economic issues and counted on his movie star presence and comfort in front of the camera to show up Carter.