



A-level HISTORY 7042/2Q

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

Mark scheme

June 2024

Version: 1.0 Final



2 4 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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

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

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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 the problems faced by African-Americans in the years 1954 to 1960.

[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 Southern Manifesto’ was written by a large group of mostly Democrat members of Congress. The Manifesto had high profile support for Southern senators such as Strom Thurmond
- the Manifesto was intended to show the opposition of elected politicians from the South to the racial integration of schools. It is thus a valuable insight into the beliefs of the Dixiecrats
- the audience included the President and Supreme Court, as well as the media, particularly in the North. The Manifesto was also designed to play the race card with Southern voters
- the tone is legalistic and formal with an attempt to portray the opposition as legitimate and rooted in procedure. However, it finishes with a pledge, which is a barely disguised threat, suggesting it was a more sinister intervention than it initially appears.

Content and argument

- the Manifesto skirts around the key issue of race to offer an alternative reason why the Brown decision should be overturned. It argues that the Court had ignored the constitutional right of individual states to define their own practices. However, the real concern of the Southerners was to oppose racial integration – something which African-Americans, with no representation, were not in a position to fight for themselves
- the Manifesto was signed by nearly all the senators in the South. This shows a sense of unity between these elected officials who represented the people of the South and the strength of opposition to the Court decision to ban racial segregation in Public schools
- the Manifesto accuses the Supreme Court of having its ‘own political and social ideas’ – meaning it supported the Civil Rights Movement. The Court had previously ruled in Plessy v. Ferguson, that segregated public facilities were constitutional, provided they were separate but substantially equal. The change in approach is therefore indicative of some change in attitudes to African-Americans and the culmination of the NAACP’s campaign against segregation in schools
- the threat of action in the final line was designed to suggest the possibility of a second civil war. This seemed feasible with the growth of Klan activity and the founding of the White Citizens’ Council.

Source B: in assessing the value of this source, students may refer to the following:**Provenance, tone and emphasis**

- the source is an interview with a female civil rights activist who was young enough to join the SNCC when the movement was emerging. It is valuable as Sales was present at key events, she was also willing to put herself in positions of danger as shown by her participation in the Selma march
- these comments were made in 2011, so Ruby Sales is speaking with the benefit of hindsight about events from over 50 years before; she is aware of the outcome of the civil rights' campaigns and is offering a later opinion as to why they succeeded
- Sales emphasises the role of women in the movement, which is clearly a personal view
- the tone has a sense of pride, suggesting a feeling that both the role of women and that of preaching and community connections helped bring light to the status of African-Americans.

Content and argument

- Sales argues that Rosa Parks was acting out of a sense of discontent with her treatment as an African-American, and both as a woman and a member of the working class. This relates to the way the treatment of black women was often worse than that of black men under the Jim Crow system
- Sales emphasises that the role of women and their sense of injustice was vital in sustaining the movement. Certainly, the Civil Rights groups after 1954 grew heavily dependent on women organisers. This is indicative of the problems that black women faced
- Sales talks about the role of preaching, highlighting how the uplifting message of preachers and community connections was vital in sustaining the early movement.
- Sales also suggests that the emergence of the movement was about status and a desire to be seen as 'first-class human beings'. This contrasts with the feeling of being second class under the 'separate but equal' policies pursued in the South that didn't allow African-Americans to sit, eat, relax or use the same spaces as whites.

Source C: in assessing the value of this source, students may refer to the following:**Provenance, tone and emphasis**

- the source is valuable as it is the frank opinion of an African-American café owner who thought he was speaking to a fellow African-American
- the target audience for Griffin's reporting would be white and probably sympathetic to the plight of African-Americans
- the emphasis is on divisions within the black community and is valuable because it suggests that whites exploited these divisions and used different methods to keep African-American people down
- the tone is defeatist and despairing. The café owner also expresses his own prejudices.

Content and argument

- the café owner argues that African-Americans failed to work together effectively and this allowed whites to operate a 'divide and conquer' system in the South. This argument is in contrast to the successful examples of African-Americans working together in events like the Montgomery Bus Boycott. However, these were notable for the unusually high degree of African-American participation
- the café owner believes there is division between African-Americans in relation to the lightness of their skin. He suggests that paler skin is seen as more attractive and successful. This perhaps shows the extent of white – and media – influence that has to be counteracted by the African-American community
- the argument about divisions holding back progress for African-Americans echoes the rhetoric of Malcolm X who had emerged in the late 1950s as a powerful critic of the passivity of the Civil Rights

Movement. Malcolm X argued that African-Americans needed to be more pro-active in pursuing their rights, by force if necessary

- the café owner argues that Whites deliberately targeted leading figures in the black community. This was common in the South where figures, such as Church Ministers, were brought into white circles as a way of preventing them from acting against the suppression of other African-Americans.

Section B

0 2 'Truman was successful in containing Communism in both Europe and Asia.'

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 Truman was successful in containing Communism in both Europe and Asia might include:

- Soviet influence never extended into Western Europe despite Stalin's efforts to support communist parties in Italy and France
- Japan was never under serious threat from Communism and started to rebuild effectively. Truman showed that he was serious about containment in Korea
- Truman's support for Marshall Aid helped prevent Western European countries from turning to Communism; his rejected offer of aid to Eastern Europe gave the US the moral high ground
- the creation of the UN and the inclusion of the USSR on the Security Council suggests that Truman was willing to work with Stalin and the USSR in the cause of world peace. Using the UN to justify the intervention in Korea was an effective way of making containment a broader policy
- Truman's actions in the blockade of Berlin in 1948 were highly significant, the fact that the US could support an enclave of Capitalism that clearly antagonised Stalin and establish a spy-base within the Eastern bloc demonstrated the success of containment.

Arguments challenging the view that Truman was successful in containing Communism in both Europe and Asia might include:

- after 1945, Stalin solidified his control of Eastern Europe, ensured the emergence of communist governments and developed an enormous 'buffer zone'; Communism was less contained rather than allowed to strengthen its grip
- Communism spread in Asia: China fell to Mao in 1949 and a strong communist and anti-American regime was established there
- Kim established a strong position in North Korea and Ho Chi Minh built support in Vietnam; the expansion of Communism meant US involvement in the Korean War and, shortly after Truman's presidency, an armistice that left the country divided. This could hardly be deemed a success
- rather than Truman being successful in containing Communism, it was the atomic threat that was the greatest influence on preserving peace
- Truman launched his doctrine in the wake of troubles in Greece and Turkey but although he poured money into these countries, he was not 'containing Communism' as the USSR had little interest in them. He was less 'successful in containing Communism' than in antagonising Stalin and creating the Cold War.

Students may conclude that Truman had some success in containing Communism in Europe but rather less in Asia where Japan remained the US' only important ally. In all, the amount of stable communist-controlled territory in Eastern Europe and Asia was far greater at the end of his presidency than at the beginning. Nevertheless, no major European countries fell to Communism under Truman's presidency and, in Asia, Truman may have 'lost' China but acted quickly to prevent further dominos falling.

- 0 3** To what extent did President Johnson’s Great Society succeed in helping Americans to achieve the ‘American Dream’ 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**
- 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**
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- 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 Johnson’s Great Society succeeded in helping Americans to achieve the ‘American Dream’ in the years 1964 to 1968 might include:

- Johnson declared a ‘war on poverty’ as one of the key aims of the Great Society. The national poverty rate halved in the next ten years
- from 1964 to 1967, federal expenditures on education rose threefold with programmes targeting children who were born disadvantaged and Higher Education scholarships
- spending on health rose through Medicare and Medicaid providing health insurance for the elderly and the poor
- the Civil Rights Act of 1964 and Voting Rights Act of 1965 effectively ended the disenfranchisement of African-Americans
- the Great Society also addressed public broadcasting, Air Quality Act and public housing which all increased the quality of life for Americans.

Arguments challenging the view that President Johnson’s Great Society succeeded in helping Americans to achieve the ‘American Dream’ in the years 1964 to 1968 might include:

- African-Americans turned to Black Power and inner city riots, suggesting that the Great Society failed to address key aspects of disadvantage
- the enormous cost of the Vietnam War prevented Johnson from achieving success with the Great Society
- the housing spending was ineffective. Clearing slum areas destroyed communities and replaced them with impersonal and socially problematic ‘projects’
- similar problems affected education, the Elementary and Secondary Education Act apportioned federal money to poor and wealthy school districts alike through a grant formula that did not prioritise need. Higher Education costs also increased dramatically as colleges competed for students.

Students may conclude that the Great Society was a highly ambitious programme akin to FDR’s New Deal and, as a result, its outcomes cannot necessarily be classified as success or failure. Clear advances were made in addressing Civil Rights and poverty but money became increasingly scarce following the increased commitments in Vietnam. This, in conjunction with the bureaucratic problems associated with getting results in education, health and housing, meant that some areas of the Great Society were costly failures.

0 4 'Nixon's Presidency was a success in foreign affairs but a disaster domestically.'

Assess the validity of this view with reference to the years 1969 to 1974.

[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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- 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 Nixon’s Presidency was a success in foreign affairs but a disaster domestically might include:

- Nixon took part in the Strategic Arms Limitation Talks (SALT) with Brezhnev and signed the Anti-Ballistic Missile (ABM) Treaty, reversing the arms race and ushering in détente
- Nixon’s 1972 visit to China improved US-China relations, removing China as a Cold War enemy and opening up US-China trade
- Nixon ended the draft and then the war in Vietnam and pushed responsibility for the defence of Vietnam onto the South Vietnamese through the Vietnamisation programme
- Watergate destroyed Nixon’s reputation at home and began the polarisation of US politics. The US public were divided between disillusioned, defeated and bitter conservatives and mistrustful, alienated and confrontational liberals
- Watergate emboldened Congress to challenge the President and other US institutions, resulting in the Church Committee investigation into the CIA after Nixon’s departure

Arguments challenging the view that Nixon’s Presidency was a success in foreign affairs but a disaster domestically might include:

- Nixon’s Vietnam policy was a disaster. Bombing campaigns killed thousands of innocent Vietnamese without damaging the Ho Chi Minh trail, incursions into Cambodia were illegal in international law and failed to weaken the Vietcong and the Paris Peace Accords were overturned by the Vietcong by 1975
- Nixon’s rebuilt relationship with Mao meant that he turned a blind eye to the expansion of Chinese influence in South East Asia including support for the genocidal Pol Pot
- Nixon achieved two victories in Presidential elections, the second by a crushing margin suggesting his domestic policies were popular
- Nixon founded the Environmental Protection Agency in 1970 which oversaw the passage of the Clean Air Act and the Clean Water Act which had a positive environmental effect domestically
- the Watergate Affair did not negate Nixon’s domestic achievements which included: a civil rights law preventing gender bias at colleges and universities; the peaceful desegregation of Southern schools; supporting the astronauts of Apollo XI; lowering the voting age from twenty-one to eighteen; authorising joint work between the FBI and Special Task Forces to combat organised crime.

Students may conclude that Watergate was certainly a domestic failure but his other policies were generally well received. Internationally, students could point to an end to the Vietnam War and rapprochement with the USSR and China but at the cost of reduced influence in South East Asia.