

AS HISTORY 7041/2Q

The American Dream: reality and illusion, 1945–1980

Component 2Q Prosperity, inequality and Superpower status, 1945–1963

Mark scheme

June 2019

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 Assessment Writer.

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

System Name	Description
?	Questionable or unclear comment or fact
^	Omission – of evidence or comment
Cross	Inaccurate fact
H Line	Incorrect or dubious comment or information
IR	Irrelevant material
SEEN_BIG	Use to mark blank pages or plans
Tick	Creditworthy comment or fact
On page comment	Use text box if necessary to exemplify other annotations and add further comment. Always provide a text box comment at the end of each answer.

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.

The American Dream: reality and illusion, 1945–1980

Component 2Q Prosperity, inequality and Superpower status, 1945–1963

Section A

- 01** With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in relation to American consumer society in the 1950s? **[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 have 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 text was produced by an advertising agency to generate interest in the opening of the new Southdale Mall. This shows the growing importance of advertising
- a covered mall, particularly in an area of the US that experiences very cold winter temperatures, enables people to shop regardless of weather
- the tone is enthusiastic, almost breathless in its enthusiasm for the environment that has been created. The language used is designed to make the reader/shopper feel sophisticated 'a large array of features arouses interest and invites contemplation'. Being a press release it is prone to exaggeration.

Content and argument

- the content makes reference to the many things that can be done 'between shopping activities', suggesting that the mall is a destination to spend large amounts of time
- the press release praises the 'unparalleled liveliness, colorfulness and beauty', highlighting how retailers were becoming more aware of how to present goods and stores to attract shoppers
- the press release aims to encourage people to come to the mall for a variety of reasons rather than just for shopping, 'a chance to amble and promenade, to window shop, to chat with friends' showing how important concepts like footfall and a captive audience were for getting people to spend
- the existence of malls like this demonstrates other aspects of the consumer society, the need for a car to get to the mall, the growth of suburbs where land was cheaper than in city centres, the association with eating out in the 'sidewalk café' and 'juice bar' were all key aspects of increasing spending. In addition, the malls provided low skill low wage jobs for teenagers and housewives who would, inevitably, go on to spend their salaries further fuelling the consumer revolution.

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

Provenance and tone

- the author was a professor of social and economic history at Harvard so is a reputable source
- the tone is mostly measured and balanced, addressing the problems of suburban life and how it differed from life in the cities
- being published in 1963 means that Handlin has had less time to assess the impact of the consumer society in the 1950s than other assessments of American history.

Content and argument

- Handlin argues that the middle-classes 'fled' from the cities, implying that the author feels the city was becoming something to fear
- Handlin suggests that the concept of suburban life was so new that residents turned to TV and magazines for an understanding of how to behave and what to buy
- Handlin argues that the pressure exerted by the perfect homes and housewives featured in the mass media made suburban residents depressed and frustrated that they couldn't attain the lives they regularly saw
- Handlin argues that the poverty of the inner cities showed that the growth of the consumer society was not a positive for everyone and that those in poverty increasingly missed out.

Section B

- 02** 'The Truman Doctrine was the basis of US foreign policy in the years 1947 to 1952.'

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 suggesting that the Truman Doctrine was the basis of US foreign policy in the years 1947 to 1952 might include:

- the doctrine marked a significant change in US foreign policy by making an open ended commitment to 'support free peoples' – it was clearly seen in Greece, Turkey and in Berlin during the blockade
- the doctrine was a clear challenge to Communism, even though Communism is not named directly, marking the end of the wartime alliance. It also led to the formation of NATO in 1949
- the doctrine was used immediately as justification for the continued occupation of Japan and the intervention in Korea.

Arguments challenging the view that the Truman Doctrine was the basis of US foreign policy in the years 1947 to 1952 might include:

- Truman failed to follow the rhetoric of the Truman Doctrine when China became communist in 1949, suggesting that it wasn't the template for US foreign policy
- the Marshall Plan was far more significant in providing material aid to countries facing the threat of Communism, indeed Truman highlighted the importance of economic aid in the Truman Doctrine speech
- after the ending of the Japanese occupation of Vietnam, Truman supported the return of French colonial rule instead of the Vietnamese independence movement led by Ho Chi Minh.

Students may conclude that, although the declaration of the Truman Doctrine was highly significant, it did not form the basis for all subsequent policy but was used selectively depending on circumstances. With the introduction of the Marshall Plan economic aid became the more consistent basis for foreign policy.

03 'The Civil Rights Movement was ineffective in the years 1960 to 1963.'

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 suggesting that the Civil Rights Movement was ineffective in the years 1960 to 1963 might include:

- the SCLC failed in Albany in 1961–2 – despite large numbers of protesters little change was achieved
- the only legislation passed in the period was Eisenhower's weak 1960 Civil Rights Act
- the growth of more radical organisations and use of more radical tactics, such as the SNCC sit-ins, suggests that the movement was not experiencing success
- JFK dragged his feet over civil rights because of a need to not alienate Southern Democrats, given the close nature of his election victory.

Arguments challenging the view that the Civil Rights Movement was ineffective in the years 1960 to 1963 might include:

- the Birmingham Campaign of 1963 offered a stark illustration of the injustice faced by African-Americans and prompted JFK to draw up the 1963 Civil Rights Bill
- the March on Washington, organised by Bayard Rustin, was a huge success, bringing protest to the capital and making an international figurehead out of Martin Luther King
- the organisation of the sit-ins provided a very visible boost to the Civil Rights movement, following relative stagnation in the late 1950s, and led to the creation of the SCLC
- the Nation of Islam were addressing issues of economic disadvantage for African-Americans in the major northern cities which remained untouched by the SCLC.

Students might conclude that the Civil Rights Movement had lost momentum before the Freedom Rides and Sit-ins. While these events galvanised the movement they didn't produce an all-encompassing Civil Rights Act and also split the leadership.