
AS HISTORY

Paper 2Q The American Dream: Reality and Illusion, 1945–1963

Mark scheme

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

AS History Paper 2 Specimen Mark Scheme

2Q The American Dream: Reality and Illusion, 1945–1963

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 McCarthyism in the United States? | [25 marks] |
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Target: AO2

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.

Generic Mark Scheme

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| 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 of 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 the source, students might refer to the following:

Provenance and tone

- the source is a speech made by Senator McCarthy with the deliberate intent to cause a stir
- it is aggressive and hectoring in tone, McCarthy's words are chosen to emphasise the urgency of the situation as he sees it and his hostility towards those who are to blame for it.

Content and argument

- the speech makes several sweeping assertions with little attempt at developing a balanced assessment of the evidence
- the thrust of the source is an urgent warning about Communist infiltration and a hostile attack on the 'insider' politicians and diplomats who have allowed it to spread.

Contextual knowledge should be used to assess the validity of these points, for example:

- by reference to the time and context of the speech to show that this was the beginning of the McCarthy 'campaign'
- reference to both the national and international context to suggest why the claims were accepted
- to corroborate and/or challenge whether the manner of the assertions was typical of the McCarthy era

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

Provenance and tone

- the source is from the memoirs of a well-known journalist who had his own radio show. Raymond Gram Swing participated in the debate over McCarthyism at the time but this source is retrospective, written after McCarthyism peaked in 1954
- the tone is sober and serious, outwardly balanced but with an element of self-justification.

Content and argument

- in many ways this source can be seen as a direct reply to the claims made in Source A. It is a direct attack on Senator McCarthy and his ideas
- Swing denounces McCarthy's methods and claims that they have produced lasting damage to the public life of the United States.

Contextual knowledge should be used to assess the validity of these points, for example:

- by reference to the time and context of the speech to show that this was the end of the McCarthy 'campaign'
- to challenge and/or corroborate the view of McCarthy's motives
- to assess the validity of the claimed damage done by the era

In arriving at a judgement as to the relative value of each source, students may conclude that (e.g.) Source B is more valuable in summing up the issues and outcome of McCarthyism in the 1950s (and being on the 'right side') but that Source A is especially valuable for an understanding of why McCarthyism became such a huge issue in the first place. In many ways the sources are complementary to each other. Any supported argument as to relative value should be fully rewarded.

Section B

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| 0 | 2 |
|----------|----------|
- “President Truman achieved far more for African-American civil rights than President Eisenhower.”

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

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|------------|--|--------------|
| 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.

Answers need to make a comparative assessment of the contributions (or not) of Truman and Eisenhower to the advance of African-American civil rights.

To support the view that the key quotation is incorrect and that Eisenhower achieved more than Truman, students may refer to some of the following:

- Eisenhower was a Republican president. He was not constrained, as Truman was, by the powerful influence of southern segregationists in the Democratic Party
- Eisenhower pushed through an executive order to eliminate segregation in the US military, something that Truman tried to do but did not get through
- Eisenhower gave his backing to two major pieces of civil rights legislation, the Civil Rights Acts of 1957 and 1960
- when *Brown v Board of Education* became a national issue from 1954, Eisenhower took the bold step of sending federal troops to Little Rock to force desegregation of the public schools in Arkansas
- unlike later Republican presidents, Eisenhower did not challenge the Supreme Court and its liberal Chief Justice, Earl Warren.

To balance the argument, students may refer to some of the following:

- Truman inherited a difficult situation in 1945 and there were strong political reasons why he would want to avoid the issue but he *did* make serious efforts in spite of the huge constraints he faced
- Truman set up the Presidential Commission on Civil Rights in 1946 – the Commission produced its report *To Secure These Rights*, in 1947, calling for the end of segregation
- Truman did not give in to pressure from southern Democrats who wanted him to shelve the report; he publicly endorsed it and ordered it to be implemented in the hiring of employees for federal government jobs
- Truman issued an executive order to abolish segregation in the US military. It was Eisenhower who completed this process later; but Truman deserves the most credit for launching it.

Successful answers will produce a balanced response with an awareness of the overall context.

0 3 'John F Kennedy won the presidential election of 1960 because of his personal popularity.'

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.

Answers may refer to some of the following in support of the view that Kennedy's personal appeal was of decisive importance:

- Kennedy was seen as a new and exciting candidate. He was youthful and charismatic
- Kennedy came over well on television. His presentational skills and personal appeal were much greater than those of Richard Nixon – people who saw the televised debate between the two candidates were much more impressed by Kennedy, even though Nixon was an effective debater
- Kennedy appealed to the young and to new voters. Nixon was widely seen as more experienced, especially in foreign affairs. It was Kennedy's popularity (and Nixon's lack of it) that made up for this
- Kennedy's popularity was skilfully exploited by his campaign team, with new-sounding slogans like the New Frontier.

Answers may refer to some of the following to balance the argument and point to factors that were more important than JFK's popularity:

- the idea that JFK swept to victory on a tide of popular enthusiasm is a myth. The election was actually extremely close
- Kennedy's victory depended on massive funding for advertising campaigns. The Kennedy campaign out-spent Nixon's campaign by a huge margin
- Kennedy's victory depended on traditional 'machine' politics and the support of powerful party bosses like Mayor Daley of Chicago
- Kennedy made a vital decision to select Lyndon Johnson, his main rival for the nomination. Without Johnson's political clout in the South, Kennedy could not have won
- the most significant factor was the effect of the long quiet years under Eisenhower and people's feeling that it was time for a change.

Students will be expected to produce a balanced response as indicated.

