

A-level
HISTORY
7042/2Q

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

Mark scheme

June 2021

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A

- 0 1** With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying President Nixon's resignation.

[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 source is an extract from an official report summarising the congressional investigation into Nixon
- it was released 12 days after the President resigned and the impeachment case against him was dropped
- the tone is highly charged and condemning of Nixon and his actions
- the emphasis is on the illegality of Nixon's efforts to cover up the Watergate burglaries and how this is against the constitutional duty of the President of the USA.

Content and argument

- the source lays out the duty of the President to defend the constitution and state that Nixon 'prevented, obstructed and impeded the administration of justice'
- the source states that CREEP was responsible for the Watergate burglary and that their purpose was the acquisition of 'political intelligence'. This implies that Nixon was complicit in the burglary
- the source then states that Nixon, both 'personally and through his subordinates and agents' attempted to cover-up the crime 'using the powers of his high office'
- although the report was published after Nixon resigned, it is clear that its finding would have led to his impeachment if he had attempted to stay in office.

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

Provenance, tone and emphasis

- Nixon's resignation speech was the culmination of the impeachment process taking place nearly two years after he had won the 1972 Presidential election by a landslide
- broadcasting nationally to a huge TV audience Nixon would have been aware of the historical significance of the speech and how the words he used would be very carefully dissected
- the tone is one of exasperated innocence, as if Watergate was a matter external to Nixon that had bogged down his Presidency rather than an affair that his actions had begun and then exacerbated
- the emphasis is on the selfless nature of Nixon's decision to resign in order to allow Congress and the President to focus on more important issues.

Content and argument

- Nixon downplays the crisis, referring to it as ‘the Watergate matter’
- Nixon argues that he ‘must put the interest of America first’ and that he has ‘never been a quitter’ suggesting that his resignation is a matter of personal sacrifice and even martyrdom
- Nixon implies that he could continue to fight to prove his innocence but that ‘to continue to fight’ for vindication would absorb the time and attention of both the President and Congress
- Nixon alludes to the insignificance of Watergate by implicitly comparing it to the ‘great issues of peace abroad and prosperity without inflation at home’, suggesting that he still feels that his resignation is an injustice.

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

Provenance, tone and emphasis

- Woodward and Bernstein were key figures in exposing Watergate as journalists for The Washington Post
- the publication date suggests time had been taken to research and interview correctly, their reputations would depend on a rigorous approach to checking sources
- the emphasis is on the difficulty of defending Nixon and the increasing paranoia of the President himself
- the tone is one of incredulity in the mess of the Nixon presidency and the degree of the President’s culpability.

Content and argument

- the source describes the problems faced by two of Nixon’s key lawyers in mounting a defence for him
- the source argues that the President undermined his own defence through the layers of deceit he had employed since the crisis had begun ‘Nixon had concealed, he had hedged, he had lied’
- the source also argues that Nixon denied his lawyers access to key documents and tapes, suggesting that he was aware of how incriminating they were
- the source concludes by implying that Garment and Buzhardt were forced to conclude that Nixon was guilty.

Section B

- 0 2** To what extent did Eisenhower adopt policies of dynamic conservatism in the USA? **[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 Eisenhower adopted policies of dynamic conservatism in the USA might include:

- Eisenhower described his ‘dynamic conservatism’ as ‘conservative when it comes to money, liberal when it comes to human beings’ suggesting that one of his key policies was fiscal conservatism, this could be seen in his efforts to stand up to the Soviet Union through building a strong nuclear deterrent rather than becoming involved in proxy wars, a policy of cost-effective strength
- Eisenhower was keen to allow business to succeed and adopted a laissez-faire approach which resulted in substantial growth of the economy
- Eisenhower appointed Earl Warren as Chief Justice which was a more liberal appointment than the usual conservative nominations to the Supreme Court of Republican presidents
- Eisenhower passed two civil rights acts, in 1957 and 1960, which although weak, made him the only Republican president to pass significant civil rights legislation in the period
- Eisenhower sought to reduce reliance on conventional military force and warned of the military industrial complex in his farewell speech.

Arguments challenging the view that Eisenhower adopted policies of dynamic conservatism in the USA might include:

- Eisenhower was reluctant to intervene in civil rights until forced to do so, suggesting that he wasn’t liberal when it came to all human beings
- Eisenhower’s Interstate Highway System was an enormous government spending project more in keeping with FDR’s New Deal than traditionally conservative Republican spending plans
- critics suggested that ‘dynamic conservatism’ was a mirage and meant that Eisenhower would ‘strongly recommend the building of a great many schools...but not provide the money’
- ‘dynamic conservatism’ suggested devolving power to the states but Eisenhower was forced to override state rights in Little Rock.

Students may conclude that Eisenhower’s definition of ‘dynamic conservatism’ was one of convenience, large scale spending happened when it came to the Highways Act and African-Americans and Hungarians did not benefit from ‘liberal’ policies. Nevertheless, Eisenhower balanced the budget and didn’t hinder economic growth whilst also introducing civil rights legislation and keeping the US out of foreign wars.

0 3 'Kennedy's foreign policy was a disastrous failure.'

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 Kennedy's foreign policy was a disastrous failure might include:

- Kennedy approved the Bay of Pigs invasion which was ill-conceived and failed miserably
- Khrushchev succeeded in getting US missiles removed from Turkey as a result of the Cuban Missile Crisis
- Castro was established in Cuba with support from the Cuban people and the USSR as a result of Kennedy's misjudgements
- Kennedy committed advisers and troops to Vietnam leaving Johnson with no choice but to escalate involvement. He was also complicit in the removal of Diem which precipitated further instability in the country
- Kennedy was humiliated by Khrushchev at the Vienna Summit in 1961.

Arguments challenging the view that Kennedy's foreign policy was a disastrous failure might include:

- Kennedy successfully avoided conflict with the USSR over Berlin and handled the division of Berlin effectively
- Kennedy stood up to the USSR during the Cuban Missile Crisis and ensured that no missiles were placed on Cuba that could threaten the USA
- the Peace Corps and the Alliance for Progress were instrumental in improving positive feeling towards the US in Latin America and Africa, which were key areas following the Cuban revolution in the former and decolonisation in the latter
- Kennedy achieved the signing of the Partial Test Ban Treaty in 1963 which prohibited nuclear testing underwater, in the atmosphere and in space, it also symbolised his success in engaging with the Soviets after the Cuban Missile Crisis
- Kennedy stood up to Khrushchev effectively over Berlin following the Vienna Summit when he made it clear that the West would not leave Berlin – forcing Khrushchev to back down and build the wall.

Students may conclude that Kennedy's 'victory' in the Cuban Missile Crisis was not as clear cut as is often portrayed and elsewhere he was outmanoeuvred by Khrushchev and also sowed the seeds of the later problems in Vietnam.

- 0 4** To what extent were the urban riots, in the years 1964 to 1968, the result of the increased radicalisation of African-Americans?

[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 the urban riots, in the years 1964 to 1968, were the result of the increased radicalisation of African-Americans might include:

- King's Chicago campaign in 1966 and Poor People's Campaign of 1968 were designed to put pressure on Johnson to address economic rights. Johnson's failure to do so contributed to the sense of abandonment of those in the cities that rioted
- the rhetoric of Malcolm X challenged King's ideas of passive resistance in the years 1959 to 1964 and was popular in the cities, legitimising an alternative to King's route to equality
- the increased radicalisation of the civil rights' movement came as a response to the perceived slow pace of change and failure of the Great Society and saw figures like Stokely Carmichael adopt a more militant approach that legitimised the use of violence
- the Ten-Point programme of the Black Panthers was directly linked to the perceived failures of Johnson in areas such as education, justice, prisons and policing.

Arguments challenging the view that the urban riots, in the years 1964 to 1968, were the result of the increased radicalisation of African-Americans might include:

- the Kerner Commission identified twelve reasons for the riots following hundreds of interviews with those who took part, only two of these were directly connected to the issues of justice and political rights most often cited by radical African-American groups
- the number one reason discovered by the Kerner commission was 'police practices', highlighting how the tension between black citizens and the mostly white police forces in the cities where riots occurred were pivotal
- the majority of the riots occurred in northern or western cities, such as Los Angeles and Detroit. Black citizens in these cities already had many of the civil rights that Johnson's 1964 and 65 acts secured for those in the South
- economic issues, such as unemployment and substandard housing, were long-term factors in the riots and were cited as second and third most significant factors in the Kerner Report
- the hot summers contributed to the riots; limited shared urban space and facilities increased the tension in the ghettos
- the spiralling cost of the Vietnam War prevented Johnson addressing many of the issues of poverty which the Great Society was designed to solve, increasing dissatisfaction in the areas most prone to rioting.

Students might conclude that the increased radicalism of African-Americans and the rhetoric that accompanied it legitimised rioting but the underlying causes were longer term and more significant.