

AS
HISTORY
7041/2Q

The American Dream: reality and illusion, 1945–1980

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

Mark scheme

June 2024

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.

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.

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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, which of these two sources is more valuable in explaining Nixon's strengths as Vice-President?

[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 having 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 letter is from Martin Luther King who was a national figure at the time. King was frustrated by the lack of effort from the Eisenhower administration in addressing Civil Rights issues which may have influenced his views on politicians
- King was writing a private letter to provide a perspective to a biographer. However, he may have expected his words to be included in the biography; the value of the source is more on conveying King's opinion than in providing a balanced picture of Nixon
- the tone is cautious in its appraisal of Nixon. It is highly complimentary about Nixon's political skills but shows that King is suspicious about how far Nixon can be trusted.

Content and argument

- Nixon is described as being a friendly man with 'one of the most magnetic personalities'. This is at odds with the usual perception of him. However, it fits with the success he had experienced in politics becoming a Senator and then Vice-President before he was 40
- Nixon is described as a 'superb diplomat' which is a reasonable assessment. He had travelled widely on behalf of Eisenhower including successful trips to Africa and to the USSR where he took part in the 'Kitchen Debate' with Khrushchev
- King is wary of Nixon reflecting wider suspicions that surrounded his honesty and led him to have the nickname 'Tricky Dicky'. The 'Checkers Speech' in 1952 where Nixon had to defend questions about his financial probity was also a cause for concern
- King provides several reasons why Nixon may have been chosen as Vice-President, his skill in winning over both the press and individuals in person as well as his abilities as a diplomat. King also does, however, highlight the idea that if Nixon has deliberately constructed his political persona in the pursuit of a position of power that makes him a very dangerous man.

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

Provenance and tone

- ‘Look’ magazine was a popular magazine with a broad audience. It was a good vehicle for politicians to use to convey the image they wanted the public to see
- the edition was published about two weeks before the Presidential Election. Nixon is trying to persuade last-minute voters of his credibility and qualities as Vice-President
- the tone might be referred to as ‘humble-brag’. Nixon is portraying himself in a humble fashion as a servant of the party and people while also highlighting his extensive experience and commitment to ordinary Americans.

Content and argument

- Nixon says that he campaigned extensively ‘on behalf of candidates for the Senate and House’, suggesting he was hard-working and supportive of Eisenhower who was not physically strong and suffering ill-health
- Nixon says he developed a “feel’ for the interests and concerns of the people’. This demonstrates the way in which he was useful to Eisenhower whose military background and age meant he was less in touch with the average American
- Nixon suggests that Eisenhower planned for the Vice-President’s duties and responsibilities to be greatly enlarged. This implies that he trusted Nixon; his overseas trips and media presence reflect Nixon’s significance.

In arriving at a judgement as to which source might be of greater value, students might comment that while Source B shows Nixon trying to persuade voters and exaggerating his worth, it also highlights many of his skills. Source A, however, is valuable in that it is the opinion of King who was a respected figure. What he says appears balanced in that it both praises Nixon’s ability and offers a note of caution about him.

Section B

0 2 'The growth of the American economy in the 1950s was due to an increase in the availability of credit.'

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 supporting the view that the growth of the American economy in the 1950s was due to an increase in the availability of credit might include:

- the government helped to expand lending by insuring loans made by private providers, thereby encouraging them to make more loans; credit was extended to businesses, trade and consumers by banks, private providers and retail stores. Businesses could expand by using credit to cover the payroll or to build factories and offices; all led to economic expansion
- the Federal Housing Administration and Veterans' Administration offered low-interest loans to help families buy homes; this stimulated the building industry – with cheap mass-produced housing and expanding suburban areas
- credit became increasingly available to ordinary people, whose attitudes toward borrowing changed accordingly; the first credit card – Diner's Club (1950) was initially for restaurant payments but the idea spread. The first bank credit card (introduced by the Franklin National Bank) was introduced in 1951 and American Express was launched 1958; credit cards encouraged spending and boosted consumer industry
- buying on credit was widely encouraged by manufacturers and retailers to sell goods such as cars, refrigerators, televisions and vacuum cleaners. Informal store credits, instalment sales and personal loans from banks and other institutions encouraged consumerism and the growth of manufacturing.

Arguments challenging the view that the growth of the American economy in the 1950s was due to an increase in the availability of credit might include:

- the economy grew because this became a time of peace and stability and the immediate post-war economic dislocation was resolved. There was a boom in American exports of manufactured goods because rival European economies took longer to recover from the effects of war
- America had abundant resources, and plenty of cheap oil which was needed for modern manufacture; advances in science and technology improved productivity and the rapid increase in the production of motorcars stimulated other industries including rubber, glass, oil and leisure activities
- government policies including low taxes, a balanced federal budget focused on keeping inflation down, and increased public spending boosted economic growth. The result of the GI Bill (which expired in 1956) was felt; veterans who were helped to go to college, get lower cost mortgages and obtain loans to start small businesses provided a pool of highly educated employees for the work force
- consumerism was driven by the growth of the media and advertising, designed to make people want more, better, and newer things. After years of war rationing American consumers were eager to spend and the baby-boom prompted increased demand; since many women left jobs to care for children, there were plenty of opportunities for male employment.

Students are likely to conclude that the US was ideally positioned to enjoy a period of economic growth after the Second World War with productive factories and no international rivals for its exports. However, economic growth was also internal and here the increased availability of credit boosted a huge consumer demand which acted as a major stimulus to growth.

0 3 'American foreign policy in Asia was a failure in the years 1953 to 1960.'

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 supporting the view that American foreign policy in Asia was a failure in the years 1953 to 1960 might include:

- US support of France in Indochina failed to contain the communist advance following the French defeat at Dien Bien Phu. Subsequent efforts by Eisenhower to support a stable US puppet government in South Vietnam also failed
- Eisenhower had tried to support an anti-communist government in Laos but this largely failed to stop the growth in support for communist parties in South East Asia
- the US failed to bring India into the SEATO alliance and, at the Bandung Conference in 1955, the non-aligned movement began which sought to distance its members from a commitment to either the US or the Communist bloc
- China remained communist and began to develop militarily, including developing nuclear weapons. The Sino-Soviet relationship also grew stronger.

Arguments challenging the view that American foreign policy in Asia was a failure in the years 1953 to 1960 might include:

- 1953 saw an end to the Korean War but a continued US presence in South Korea prevented it from falling to Communism during the following decade
- the formation of SEATO in 1954 created a defensive alliance along the lines of NATO featuring New Zealand, Pakistan, the Philippines, Thailand, and the United Kingdom (which administered Hong Kong, North Borneo and Sarawak)
- the Japanese economy began to improve and Japan was established as a stable, prosperous US ally in Asia
- in the Taiwan Straits Crises of 1954–55 and 1958, Eisenhower successfully stood up to aggression from the PRC towards Taiwan, demonstrating effective containment in Asia.

Students may conclude that US foreign policy in Asia was, largely a failure following the end of the Korean War (which itself was merely a recognition of stalemate). However, no more countries fell to Communism in this period and Japan began to grow as a democratic free market economy.