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A-level  
**HISTORY**  
**7042/2Q**

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

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**Mark scheme**

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Version: 1.0 Final

\*196A7042/2Q/MS\*

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](http://aqa.org.uk)

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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. <b>Always</b> 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, 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.

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

**Section A**

- 01** With reference to these sources and your understanding of the historical context assess the value of these three sources to an historian studying the women’s movement in the USA in the years 1962 to 1974. **[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

- Friedan's 'The Feminine Mystique', was a ground-breaking work. Sales of over a million copies, in 1964 alone, suggest a huge market for its message of how women had been disempowered, particularly educated women
- the tone is explanatory, seeking to highlight a problem that Friedan describes as having 'No name'
- the emphasis is on the mundane and repetitive nature of the housework that women in the US have to do with an implicit contrast to both their level of education and to the war work experienced by their mothers.

### Content and argument

- Friedan refers to the fact that 'for over fifteen years' nothing has been written about the problem at the heart of the life of the suburban wife, putting the origin of the problem in the immediate post-war years
- Friedan highlights the many supposed advantages of the economic boom of the 1950s, referring to suburban homes, mass-produced food, the ubiquity of cars and the presence of magazines and books targeted at women, but stresses that these advances have not made women's lives more satisfying
- Friedan also alludes to a media conspiracy to make those women who chose not to adopt the married, suburban lifestyle seem like outliers, suggesting a patriarchal desire to keep women in their place
- she concludes by suggesting that women were brain-washed into believing that femininity was incompatible with 'careers, higher education, political rights – the independence and the opportunities that earlier feminists fought for'.

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

### Provenance, tone and emphasis

- Solanas was a radical feminist whose attitude and organisation was profoundly anti-men. She achieved fleeting fame when she tried to kill Andy Warhol
- the tone of the source borders on unhinged with its call to 'overthrow the government, eliminate the money system, institute complete automation and destroy the male sex'
- the emphasis is clearly on the faults of men and the need for women to take power from them. Though the language used is highly provocative criticisms of men for being egocentric, dominated by physical passion and prone to violence were not uncommon in the feminist

movement.

### **Content and argument**

- the argument is fundamentally flawed, notably in the call for complete automation and the elimination of money. Solanas reveals herself as an extremist, suggesting that the women's movement was not effectively united and had outliers
- the points made are almost all absolutes, undermining the argument being made with lines such as 'the male is... incapable of empathising or identifying with others'
- Solanas' argument revolves around male control of money and being 'the breadwinner', which has echoes of the Friedan argument which hinges on women being trapped in suburban lives. But whereas Friedan called for women to break out of the system, Solanas calls for the system to be destroyed
- Solanas could be argued to have lived out her beliefs with her attempt on Warhol's life, especially because Warhol himself saw the value in dramatic acts.

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

### **Provenance, tone and emphasis**

- Phyllis Schlafly was a conservative lawyer and political activist who was staunchly anti-abortion and anti-ERA. She was a prolific writer and speaker and regularly shared platforms with Republican politicians
- in February 1972 the ERA was on the verge of being passed by the US Senate and moving to the States for ratification
- the tone is contemptuous of the ERA and a little sanctimonious in its argument, 'Why should we lower ourselves to 'equal rights' when we already have the status of special privilege?'. It seeks to demean those women who supported the ERA by claiming that American women are actually better off than they have ever been.

### **Content and argument**

- Schlafly uses a straw man argument, suggesting that the ERA is being promoted as a response to women's ill fortune when actually 'American women never had it so good'
- the inverted commas around 'women's liberation' express Schlafly's contempt for the idea whose proponents are described as 'noisy', 'popping up, agitating and demonstrating' while claiming to speak for 100,000,000 American women. Schlafly implies that they do not command such a level of support
- Schlafly also argues that those who are promoting women's rights are getting disproportionate press coverage, leading to what she hyperbolically describes as the 'fraud of the century'
- Schlafly also seeks to debunk the idea that housework is 'menial and degrading' but offers no argument as to why this is not the case.

**Section B**

**02** 'Eisenhower's presidency united the United States.'

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/factors suggesting that Eisenhower’s presidency united the United States might include:**

- the Highways Act helped to connect the country, leading to cities and states being less isolated and greater freedom of movement and tourism
- Eisenhower supported the decision of the Supreme Court at Little Rock in 1957, confirming that State’s Rights were subordinate to federal law
- Eisenhower oversaw two Civil Rights Acts in 1957 and 1960 that were designed to address disenfranchised groups, including African-Americans and Hispanics
- the ending of the war in Korea was popular at home, Eisenhower’s refusal to get dragged into foreign conflict provided a welcome period of peace after the Second World War and Korea
- Eisenhower’s policy of Dynamic Conservatism helped the US economy grow by 37% meaning that the average American family had 30% more purchasing power than they had had in 1950 bringing more people within touching distance of the American Dream.

**Arguments/factors challenging the view that Eisenhower’s presidency united the United States might include:**

- the response to civil rights cases like Brown v Board in 1954, which included the growth of the KKK, the Southern Manifesto and White Citizen’s Councils, highlighted the animosity and lack of *de facto* justice for African-Americans
- discrimination against minorities, women and those with non-mainstream political views, was common. McCarthyism saw those suspected of communism hounded while Equal Rights and Equal Pay for women were still years off
- the closest election in US history followed Eisenhower’s second term, suggesting that the country was polarised between the Democrats and Republicans
- Michael Harrington’s book ‘The Other America’, published in 1962, based on research conducted in the Eisenhower years, highlighted the fact that a third of Americans lived below the poverty line and were, effectively, disenfranchised
- unity was being provided by the homogenising influence of business, such as Sears and McDonalds, who were making the same products available across the country while TV and films began to create a distinctly American culture.

Students may conclude that the US was largely united and growing increasingly so but retained huge disparities in political, economic and social equality and tolerance across the country.

- 03** To what extent was Johnson more significant than Kennedy in advancing civil rights for 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/factors suggesting that Johnson was more significant than Kennedy in advancing civil rights for African-Americans might include:**

- Johnson's Civil Rights Act of 1964 and Voting Rights Act of 1965 hugely increased black voting in the South and made the denial of civil rights a federal issue
- Kennedy promised several measures during his election campaign but failed to act decisively on them, notably in addressing discrimination in federally assisted housing
- Kennedy was too concerned with the possibility of a second term to take decisive action for civil rights, and feared taking on the dixiecrats in his party
- Johnson was emboldened by delivering Kennedy's legacy amidst a wave of positive feeling for JFK following the assassination. Johnson was a more skilful political operator than Kennedy and hence used this skill to pass the required legislation which Kennedy would have struggled to do.

**Arguments/factors challenging the view that Johnson was more significant than Kennedy in advancing civil rights for African-Americans might include:**

- Kennedy drafted and introduced the Civil Rights Act in 1963 that became Johnson's ground-breaking 1964 act
- Kennedy had half the amount of time as President as Johnson enjoyed and had to lay the groundwork for civil rights following the neglect of the Eisenhower years, his speech declaring civil rights to be 'a moral issue' was ground-breaking
- Johnson failed to deliver economic equality during his presidency, as evidenced by King's continued campaigns and the demands of groups like the Black Panthers, where Kennedy's New frontier provided significant economic advances for African-Americans
- although Kennedy could be said to have been more reactive than proactive he did support the Freedom Riders, James Meredith, the Birmingham Campaign and the March on Washington with federal backing. In addition, he made a series of black appointments to government positions.

Students may conclude that Kennedy lacked the time and the political acumen to pass the needed legislation whereas Johnson had the advantage of Kennedy's legacy, a gift for political manipulation and an ease with the dixiecrats that enabled him to deliver the required political equality but not economic or social equality.

**04** 'The USA's position as a world power was in continuous decline in the years 1972 to 1980.'

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/factors suggesting that the USA's position as a world power was in continuous decline in the years 1972 to 1980 might include:**

- the ongoing war in Vietnam, followed by the collapse of Nixon's peace deal of 1973, led to a consensus that the war had been lost both at home and abroad. The USA's first military defeat was made even more embarrassing by Ford twice having to go to Congress for \$500 million in emergency military aid for South Vietnam and Cambodia during his first year
- Ford was unable to prevent continued damage caused to the US economy by the repercussions of the 1973 oil crisis and embargo, itself a consequence on Nixon's support of Israel, which led the price of oil to rise from \$3 per barrel to \$12 per barrel
- the findings of the Church Committee, revealed in late 1975, highlighted the fact that the CIA had been involved in assassination plots against world leaders, further damaging the country's international prestige
- Nixon's later foreign policy decisions included regime change in Chile, supplying arms to Israel and brinkmanship with the USSR over the possibility of their stationing troops in Egypt, all of which had negative ramifications for the USA's position as a world power
- the Soviet invasion of Afghanistan and the seizing of US hostages in Iran in 1979, both suggested contempt for US power and were exploited by Reagan in his bid to replace Carter.

**Arguments/factors challenging the view that the USA's position as a world power was in continuous decline in the years 1972 to 1980 might include:**

- Nixon's policy of détente and ground-breaking trip to China in 1972 had enhanced US prestige and created a workable relationship with the Chinese, as well as bringing the USSR to the negotiating table
- Ford signed the Helsinki Accords in August 1975 which were a high point of détente and suggested that the USSR was willing to engage with the issue of Human Rights, this was a clear foreign policy success
- in November 1974 Ford agreed to the Vladivostok Accords which created an outline for a successor treaty to SALT I, a foreign policy success under Nixon
- Ford ordered a commando raid in May 1975 on the US cargo ship the Mayaguez. Successfully freeing 38 US hostages and demonstrating that, despite defeat in Vietnam, the USA was still willing to defend its interests in SE Asia
- Carter helped to broker a peace between Israel and Egypt at Camp David and also recognised the People's Republic of China, both of which had seemed unlikely since 1945.

Students might conclude that Nixon, Ford and Carter all struggled with foreign policy that was profoundly affected by the ongoing situation in Vietnam and later Iran, but to describe the period 1972 to 1980 as one of continual decline for the USA's position as a world power neglects the progress made in superpower relations and at Camp David.