

Mark Scheme (Results)

Summer 2014

GCE History (6HI01/D)

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

GCE History Marking Guidance

Marking of Questions: Levels of Response

The mark scheme provides an indication of the sorts of answer that might be found at different levels. The exemplification of content within these levels is not complete. It is intended as a guide and it will be necessary, therefore, for examiners to use their professional judgement in deciding both at which level a question has been answered and how effectively points have been sustained. Candidates should always be rewarded according to the quality of thought expressed in their answer and not solely according to the amount of knowledge conveyed. However candidates with only a superficial knowledge will be unable to develop or sustain points sufficiently to move to higher levels.

In assessing the quality of thought, consider whether the answer:

- (i) is relevant to the question and is explicitly related to the question's terms
- (ii) argues a case, when requested to do so
- (iii) is able to make the various distinctions required by the question
- (iv) has responded to all the various elements in the question
- (v) where required, explains, analyses, discusses, assesses, and deploys knowledge of the syllabus content appropriately, rather than simply narrates.

Examiners should award marks both between and within levels according to the above criteria. This should be done in conjunction with the levels of response indicated in the mark schemes for particular questions.

At the end of each answer, examiners should look back on the answer as a whole in the light of these general criteria in order to ensure that the total mark reflects their overall impression of the answer's worth.

Deciding on the Mark Point Within a Level

The first stage is to decide the overall level and then whether the work represents high, mid or low performance within the level. The overall level will be determined by the candidate's ability to focus on the question set, displaying the appropriate conceptual grasp. Within any one piece of work there may well be evidence of work at two, or even three levels. One stronger passage at Level 4 would not by itself merit a Level 4 award - but it would be evidence to support a high Level 3 award - unless there were also substantial weaknesses in other areas.

Assessing Quality of Written Communication

QoWC will have a bearing if the QoWC is inconsistent with the communication descriptor for the level in which the candidate's answer falls. If, for example, a candidate's history response displays mid Level 3 criteria but fits the Level 2 QoWC descriptors, it will require a move down within the level.

Unit 1: Generic Level Descriptors

Target: AO1a and AO1b (13%)

(30 marks)

Essay - to present historical explanations and reach a judgement.

Level	Mark	Descriptor
1	1-6	<p>Candidates will produce mostly simple statements. These will be supported by limited factual material which has some accuracy and relevance, although not directed at the focus of the question. The material will be mostly generalised. There will be few, if any, links between the simple statements.</p> <p>Low Level 1: 1-2 marks The qualities of Level 1 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 1: 3-4 marks As per descriptor</p> <p>High Level 1: 5-6 marks The qualities of Level 1 are securely displayed; material is convincing in range and depth consistent with Level 1.</p> <p>The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p>
2	7-12	<p>Candidates will produce a series of simple statements supported by some accurate and relevant factual material. The analytical focus will be mostly implicit and there are likely to be only limited links between the simple statements. Material is unlikely to be developed very far.</p> <p>Low Level 2: 7-8 marks The qualities of Level 2 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 2: 9-10 marks As per descriptor</p> <p>High Level 2: 11-12 marks The qualities of Level 2 are securely displayed; material is convincing in range and depth consistent with Level 2.</p> <p>The writing will have some coherence and will be generally comprehensible, but passages will lack both clarity and organisation. Some of the skills needed to produce effective writing will be present. Frequent syntactical and/or spelling errors are likely to be present.</p>

3	13-18	<p>Candidates' answers will attempt analysis and will show some understanding of the focus of the question. They will, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus. Factual material will be accurate but it may lack depth and/or reference to the stated factor.</p> <p>Low Level 3: 13-14 marks The qualities of Level 3 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 3: 15-16 marks As per descriptor</p> <p>High Level 3: 17-18 marks The qualities of Level 3 are securely displayed; material is convincing in range and depth consistent with Level 3.</p> <p>The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.</p>
4	19-24	<p>Candidates offer an analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked. The selection of material may lack balance in places.</p> <p>Low Level 4: 19-20 marks The qualities of Level 4 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 4: 21-22 marks As per descriptor</p> <p>High Level 4: 23-24 marks The qualities of Level 4 are securely displayed; material is convincing in range and depth consistent with Level 4.</p> <p>The answer will show some degree of direction and control but these attributes may not be sustained throughout the answer. The candidate will demonstrate the skills needed to produce convincing extended writing but there may be passages which lack clarity or coherence. The answer is likely to include some syntactical and/or spelling errors.</p>

5	25-30	<p>Candidates offer an analytical response which directly addresses the focus of the question and which demonstrates explicit understanding of the key issues contained in it. It will be broadly balanced in its treatment of these key issues. The analysis will be supported by accurate, relevant and appropriately selected which demonstrates some range and depth.</p> <p>Low Level 5: 25-26 marks The qualities of Level 5 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 5: 27-28 marks As per descriptor</p> <p>High Level 5: 29-30 marks The qualities of Level 5 are securely displayed; material is convincing in range and depth consistent with Level 5.</p> <p>The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.</p>
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NB: The generic level descriptors may be subject to amendment in the light of operational experience.

Note on Descriptors Relating to Communication

Each level descriptor above concludes with a statement about written communication. These descriptors should be considered as indicative, rather than definitional, of a given level. Thus, most candidates whose historical understanding related to a given question suggests that they should sit in a particular level will express that understanding in ways which broadly conform to the communication descriptor appropriate to that level. However, there will be cases in which high-order thinking is expressed relatively poorly. It follows that the historical thinking should determine the level. Indicators of written communication are best considered normatively and may be used to help decide a specific mark to be awarded within a level. Quality of written communication which fails to conform to the descriptor for the level will depress the award of marks by a sub-band within the level. Similarly, though not commonly, generalised and unfocused answers may be expressed with cogency and even elegance. In that case, quality of written communication will raise the mark by a sub-band.

Unit 1 Assessment Grid

Question Number	AO1a and b Marks	Total marks for question
Q (a) or (b)	30	30
Q (a) or (b)	30	30
Total Marks	60	60
% Weighting	25%	25%

D1 Crises, Tensions and Political Divisions in China, 1900-49

Question Number	Indicative content	Mark
1	<p>The question is focused on internal developments in China in the years 1900-27, and the extent to which these were shaped by foreign influence.</p> <p>In considering the stated factor answers may note that resentment of foreign interference was long-standing, as demonstrated in the Boxer Rising of 1900. There were protests against Russian activity in Mongolia, and against the importation of American goods. The trigger for the 1911 revolution was the raising of foreign loans to nationalise the railways, and the extension of foreign control of railway building. Candidates may refer to the humiliation inflicted on China by Japan's 21 demands in 1915. During the 1920s the Soviet Union played a significant role in the creation of the CCP in 1921, and Soviet advisers worked with both the CCP and the GMD. The USSR armed the nationalists, and Soviet military experts advised Chiang Kai-shek during the Northern Expedition in 1926. Other factors which shaped China's internal developments include the failure of the Qing modernisation programme after 1900 and the growth of revolutionary parties. Yuan Shikai maintained some central control from 1912, but central government began to collapse after his death in 1916. The years 1916-26 were a chaotic period as the warlords fought each other for control of different regions.</p> <p>Level 5 answers will have a secure focus on the question, will consider foreign influence and other factors, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement.</p> <p>Level 4 answers will address the question well, will begin to consider foreign intervention and some other factors, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing the role of the USSR in the 1920s. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 answers will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

Question Number	Indicative content	Mark
2	<p>The question is focused on the survival and ultimate triumph of the CCP in the years 1934-49, and the extent to which this was caused by the leadership of Mao Zedong.</p> <p>In considering the stated factor, answers may refer to the GMD's encirclement campaigns which forced the CCP to abandon Jianxi and embark on the Long March to the safety of Shaanxi. During the march Mao emerged as the CCP's leader after the Zunyi Conference. Mao helped to rebuild the CCP at Shaanxi, and helped to organise the Second United Front with the GMD in 1936, which guaranteed the CCP's survival to 1945. Mao developed an understanding of the importance of guerrilla warfare between 1937 and 1945, which his colleagues used very effectively during the Civil War of 1946-49. Success in the war was largely due to Lin Biao rather than Mao, who provided the general framework and strategy only. In these years Mao widened the party's support overall, and the PLA's restrained behaviour towards the peasants increased CCP support in the countryside. Other factors which ensure the survival and triumph of the CCP include Chiang's decision to work with the CCP in the war against Japan. In 1945 he allowed the party to take Manchuria, and his attempts to regain the province in 1946 failed. Stalin boosted the CCP by giving them vital Japanese military equipment in 1945, but did little to assist the party thereafter. The party's promise of far-reaching political and social reform attracted many Chinese to the CCP's cause.</p> <p>Level 5 answers will have a secure focus on the question, will consider reasons for the survival and triumph of the CCP and other factors, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement.</p> <p>Level 4 answers will address the question well, will begin to consider the victory of the CCP and some other factors, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing the civil war of 1946-49. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 answers will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

D2 Mao's China, 1949-76

Question Number	Indicative content	Mark
3	<p>The question is focused on the establishment of Communist rule in the years 1949-57 and the extent to which the government's authority was imposed through the use of force.</p> <p>In 1949 China was divided into 13 regions answerable to the military affairs commission, and the PLA was charged with bringing every region under government control and stamping out the last remnants of warlordism. The army carried out 'reunification campaigns' in the outlying areas of Xinjiang, Guangdong and Tibet, which were brought under control through armed force and a policy of terror. The government also took action against triads and criminal gangs, with mass killings in both Shanghai and Canton. In 1957 the Hundred Flowers campaign was used by Mao in order to repress his opponents. Other factors which explain the growing authority of the Communist government include the power exercised by Mao Zedong. He determined policies such as collectivisation and land reform, intervention in the Korean War, and the Three Antis and Five Antis campaigns of the early 1950s. Some policies, such as land reform, the marriage law of 1950, and educational reform were very popular. Answers may also note that the authority of the government was established in part through its agricultural and industrial policies, including impressive prestige projects such as the bridge across the Yangtse.</p> <p>Level 5 answers will have a secure focus on the question, will consider the use of force and other factors, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement.</p> <p>Level 4 answers will address the question well, will begin to consider force and some other factors, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing some actions carried out by the PLA. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 answers will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

Question Number	Indicative content	Mark
4	<p>The question is focused on the government's social policies in the years 1949-76, and requires a judgement on the extent to which these succeeded.</p> <p>Answers may refer to policies designed to improve the lot of women. The Marriage Law of 1950 led to an explosion in the divorce rate and disrupted traditional social and family values, though it was largely ignored in outlying regions of the country. Attempts to promote gender equality and the rights of women to own property conflicted with traditional and ingrained prejudices, especially in the western provinces where there was a flourishing Muslim culture. Women played little part in the Communist Party: in 1959 only 14% of the deputies to the party congress were women. Family life was undermined by the development of the communes, while the Cultural Revolution further disrupted family ties. There was a sustained campaign for educational provision, which increased the literacy rate from 20% in 1949 to 70% in 1976. However, by Mao's death only 1% of the population held a university degree, and only 35% of children were educated after the age of 12. Medical provision, especially for distant regions, was extended as more doctors and nurses were trained, and the party played a role in educating the peasants on disease and health. Answers may also refer to religious policies, and that traditional customs and seasonal rituals, especially in the countryside, were attacked as being anti-revolutionary. Persecution was especially virulent against the lamas in Tibet.</p> <p>Level 5 answers will have a secure focus on the question, will consider the extent of success for a number of social policies, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement.</p> <p>Level 4 answers will address the question well, will address the success of some policies, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing some changes in the status of women. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 answers will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

D3 Russia in Revolution, 1881-1924: From Autocracy to Dictatorship

Question Number	Indicative content	Mark
5	<p>The question is focused on the economy and government of Tsarist Russia in the years 1881-1914, and the extent to which these changed over time. Answers must consider both economic and governmental changes to access Level 5.</p> <p>In 1881 there were only small pockets of industrial development in the Ukraine and around Moscow and St Petersburg, and there was little capital for further industrialisation. Between 1892 and 1903 Witte accumulated state capital through tariffs and foreign loans which were largely used to finance the growth of railways. Government policy also promoted the coal industry in the Ukraine and oil in the Caucasus. The effect of Witte's policies was a rise in the production of raw materials and sustained economic growth averaging 8% per annum. However, Witte ignored light industries and failed to tackle agricultural problems. The latter were addressed by Stolypin. The abolition of outstanding mortgage payments and the creation of the Land Bank aimed at creating a class of prosperous peasants attached to Tsarism, while voluntary resettlement of peasants in remote areas was intended to boost agricultural production. The system of government changed little before 1906 apart from some limitations imposed on local councils. The October manifesto of 1905 created a legislative Duma and granted several basic rights, but the Fundamental Laws of 1906 demonstrated that the existence of the Dumas did not seriously limit the autocracy. The first two Dumas were short lived, but the Third and Fourth Dumas completed some productive work in the fields of education and state insurance.</p> <p>Level 5 answers will have a secure focus on the question, will consider change over time in economy and government, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement.</p> <p>Level 4 answers will address the question well, will address some economic and governmental change, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing some changes in government after 1905. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 answers will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

Question Number	Indicative content	Mark
6	<p>The question is focused on Bolshevik successes in the period October/November 1917 to 1924 and the extent to which these can be explained by the leadership of Trotsky. Examiners should note that material on the period before the Bolshevik seizure of power may have some contextual relevance only.</p> <p>Trotsky only joined the Bolsheviks in mid-1917 but his contribution to the success of the October/November revolution was vital. He worked with the Military Revolutionary Committee in drawing up plans for the seizure of power, and during the revolution directed the Red Guards in the successful seizure of key installations. After the revolution he was appointed Commissar for War and led the negotiations with Germany at Brest Litovsk. Trotsky formed the Red Army in 1918 to counter the threat which the Whites and foreign intervention posed to the survival of the regime. By 1921 it was 5 million strong and had become an effective fighting force. Trotsky was prepared to use Tsarist officers of proven quality to lead his men, and provided powerful leadership by touring all the fronts in his armoured train. Consequently, the Red Army achieved success on all fronts, especially in 1919 against the forces of Denikin, Kolchak and Yudenich. Trotsky was also responsible for the suppression of the Kronstadt Mutiny in 1921. Other factors that explain Bolshevik success in these years include Lenin's political leadership. He outwitted the Socialist Revolutionaries in January 1918 by dissolving the Constituent Assembly. His policy of War Communism provided essential food and supplies for the troops, but he was flexible enough to adopt the New Economic Policy in 1921. Answers may also note that a key reason for Bolshevik success was that they were ready to use violence against their internal and external enemies.</p> <p>Level 5 answers will have a secure focus on the question, will consider Trotsky's leadership and other factors, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement.</p> <p>Level 4 answers will address the question well, will address some examples of Trotsky's leadership and some other factors, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing Trotsky's role in the Civil War. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 answers will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

D4 Stalin's Russia, 1924-53

Question Number	Indicative content	Mark
7	<p>The question is focused on Stalin's growing power in the years 1928-38, and on the reasons why his opponents were unable to mount an effective challenge to his rule. Examiners should note that material on Stalin's rise to power in the years 1924-27 will have only contextual relevance.</p> <p>By 1928 Stalin had defeated the leadership challenges of Kamenev, Zinoviev, Bukharin and Trotsky, and in 1929 he carried out a party purge to silence the opposition of Ryutin and his supporters. By the time of the Congress of Victors in 1934 the growing difficulties in both collectivisation and industrialisation had caused Stalin's popularity to wane, and there was a serious attempt to replace him with Kirov. Kirov's assassination in December 1934 was followed by a period of intense and random persecution as Stalin moved to achieve complete control over the party and the people. The great purge of 1936-38 was far reaching. The Moscow show trials eliminated Stalin's party rivals, notably Bukharin, Kamenev and Zinoviev. A comprehensive purge of the Communist Party eliminated most of those who attended the Congress of Victors, and replaced the existing party elite with one totally obedient to Stalin. A purge of the armed forces made them completely subservient to Stalin and the party, and a widespread purge of the Russian people kept the country in a state of fear and obedience. At the same time the arts and Socialist Realism were drafted into the service of an irresistible cult of personality centred on Stalin as Vozhd, attributing to him virtually superhuman qualities. By 1938 no institution within the Soviet Union retained any effective power to exercise against Stalin's personal dictatorship.</p> <p>Level 5 answers will have a secure focus on the question, will consider reasons for Stalin's growing power and the weaknesses of his opponents, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement.</p> <p>Level 4 answers will address the question well, will address a number of relevant factors, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing aspects of the purges. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 answers will consist of a few simple statements with some relevance to an aspect of the question asked</p>	30

Question Number	Indicative content	Mark
8	<p>The question is focused on the USSR's victory in the Second World War and the extent to which this was caused by the efforts of the Soviet people in maintaining war production.</p> <p>In considering the stated factor answers may note that the Five-Year Plans proved their value with the creation of a war economy and the relocation of many industries to the east of the Urals. The whole population was mobilised to support the war effort, with women and boys forming a large proportion of the factory workforce, working long hours in harsh conditions. Despite the disasters of 1941, war production and output increased for the rest of the war. The USSR was soon exceeding German production of aeroplanes and tanks, notably the highly regarded T class. Other factors which explain the USSR's victory include the Lend-Lease programme. While this accounted for only 20% of Soviet output at its height, it proved vital in a number of fields. Food supplies became essential: wheat and tinned goods, notably Spam, made a significant contribution to the Red Army's food supplies. The delivery of methods of transportation was vital. Most of the trains used in the war came from the USA, and both Studebaker trucks and the Jeep were essential for transportation. Answers may also note the strong leadership provided by, for example, Zhukov and Stalin. The war was promoted as the Great Patriotic War, and the Orthodox Church was drafted in support of the war effort. The Grand Alliance with Britain and the USA contributed to the USSR's military success, especially from the late 1942.</p> <p>Level 5 answers will have a secure focus on the question, will consider war production and other factors which led to the USSR's victory, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement.</p> <p>Level 4 answers will address the question well, will consider war production and a number of other relevant factors, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing war production and Lend-Lease. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 answers will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

D5 Pursuing Life and Liberty: Equality in the USA, 1945-68

Question Number	Indicative content	Mark
9	<p>The question is focused on the improvement in the status of African Americans in the years 1945-55, and the extent to which this was caused by the decisions of the Supreme Court. Examiners should not that, while the Montgomery Bus Boycott began in December 1955, the Supreme Court's decisions on the issue, and King's growing influence, are outside the chronology given in the question.</p> <p>In considering the stated factor answers may note that Morgan v Virginia, 1946 desegregated interstate buses, while Sweatt v Painter, 1950 allowed Sweatt admission to the University of Texas. The most significant decisions came in 1954 and 1955, in Brown v the Board of Education of Topeka, 1954 and Brown II the following year. The first decision declared that segregation of schools was unconstitutional, while Brown II demanded desegregation 'with all deliberate speed'. Other factors which improved the status of African Americans include the work of the NAACP. Its membership increased considerably during and after the war, and it became involved in economic boycotts and in attacking the principle of separate but equal established by Plessey v Ferguson in 1896. President Truman attempted change in To Secure These Rights of 1947, but the reforms he suggested were blocked by Congress. However, Truman did issue executive orders which set up the Fair Employment Board and desegregated the armed forces. Answers may also note that the northern migration during and after the war had led to greater urbanisation of African Americans which, along with good job opportunities, combined to promote a more activist outlook.</p> <p>Level 5 answers will have a secure focus on the question, will consider the Supreme Court and other factors, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement.</p> <p>Level 4 answers will address the question well, will consider some decisions of the Supreme Court and other factors, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by considering the Brown decisions. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 answers will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

Question Number	Indicative content	Mark
10	<p>The question is focused on the different groups which constituted Black Power in the 1960s, and the extent to which they hindered rather than promoted the rights of African Americans.</p> <p>Answers may place Black Power into context by referring to the Nation of Islam, which emphasised divisions between African Americans and white people, and rejected King's multiracial approach to civil rights. The essence of black power was provided by Malcolm X, who demanded black supremacy and fundamental social changes, especially in the ghettos. Malcolm's influence helped to radicalise the SNCC and CORE, leading to the rise of Stokely Carmichael, Rab Brown and Floyd McKissick. Their influence increased the divisions between Black Power and more moderate groups such as the NAACP and SCLC. Black Power declined rapidly in the late 1960s because of poor organisation and leadership, the loss of support from white people, and the failure to develop an effective programme for change. The radical Black Panthers flourished in the late 1960s. Although a small organisation, they did have some impact on promoting the rights of African Americans. They patrolled ghettos to deter police harassment, and organised voter registration drives. They set up a free breakfast programme for schoolchildren, free health clinics to test for sickle cell anaemia and 'liberation schools' which promoted racial pride and self-confidence.</p> <p>Level 5 answers will have a secure focus on the question, will consider Black Power and its effect on the rights of African Americans, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement.</p> <p>Level 4 answers will address the question well, will consider some features of Black Power, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by considering Malcolm X and the Black Panthers. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 answers will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

D6 Ideology, Conflict and Retreat: the USA in Asia, 1950-73

Question Number	Indicative content	Mark
11	<p>The question is focused on South-East Asia in the 1950s, and the extent to which U.S. policy in the region was successful. Examiners should note that Korea is in East Asia, not South-East Asia. References to the Korean War are thus likely to be irrelevant unless they have clear contextual value.</p> <p>American policy was influenced by the Truman Doctrine, coupled with fear of the growing power and spread of communism. In the early 1950s Truman increased military and financial aid to France in Indochina in order to demonstrate his commitment to containing communism. Eisenhower continued to support France, but was unable to prevent France's devastating defeat at Dien Bien Phu in 1954. Following the Geneva Accords Eisenhower was instrumental in the creation of SEATO, a military alliance which allowed U.S. forces to intervene in South-East Asia against communist forces. After the Geneva Accords Eisenhower provided diplomatic and financial support to the unpopular and corrupt Diem regime in South Vietnam, pouring over \$7 billion in aid into the country in the years 1955-61. In the late 1950s Eisenhower took the critical step of sending 1500 U.S. advisers to South Vietnam to help in the training of the ARVN. Although he refused to send ground troops, Eisenhower had begun a process of military involvement in South Vietnam which would be carried much further by Kennedy and Johnson.</p> <p>Level 5 answers will have a secure focus on the question, will consider the extent to which US policy in south-east Asia was successful, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement.</p> <p>Level 4 answers will address the question well, will address some features of US involvement in south-east Asia, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing Eisenhower's relations with the Diem regime. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 answers will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

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12	<p>The question is focused on US intervention in Vietnam in the years 1961-68, and requires an explanation of why neither Kennedy nor Johnson was able to avoid increasing US involvement. Answers must refer to both Presidents to access Level 5.</p> <p>In the election campaign of 1960 Kennedy promoted himself as being tough on communism. He supported the Truman Doctrine, and believed in the 'domino theory', the idea that communism would inevitably spread from North Vietnam to Laos and Cambodia. Kennedy's failures at the Vienna summit with Khrushchev in 1961, and the Bay of Pigs fiasco in Cuba, forced him to stiffen his position on Vietnam. South Vietnam's continuing failure to defeat the North persuaded Kennedy to increase the number of advisers in the country from the 1000 deployed by Eisenhower to 16,000 in 1963: these included the Green Beret special forces. Kennedy also authorised Operation Ranch Hand in 1962, which sprayed defoliants on forests to expose North Vietnamese hiding places. By the time of his assassination Kennedy had committed to South Vietnam so deeply that Johnson realised that withdrawal was not an option. He used the Gulf of Tonkin resolution to launch the bombing of North Vietnam in Operation Rolling Thunder (1965-68). Johnson believed that deploying ground troops, which was begun in March 1965, would give the USA and the ARVN a real chance of defeating North Vietnam. This proved a severe miscalculation as the number of ground troops mushroomed from 125,000 in July 1965 to over 500,000 in 1967. Despite its substantial commitments, the US appeared powerless during the Tet offensive of 1968.</p> <p>Level 5 answers will have a secure focus on the question, will consider Kennedy and Johnson and the reasons why they could not end US involvement, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement.</p> <p>Level 4 answers will address the question well, will address some reasons for continued US involvement, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing Johnson's policies from 1963. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 answers will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

D7 Politics, Presidency and Society in the USA, 1968-2001

Question Number	Indicative content	Mark
13	<p>The question is focused on the years 1968-2001, and the extent to which this was a period of dramatic social and cultural change.</p> <p>Relevant material is substantial, and candidates may rely on the study of particular aspects of society and culture within the context of wider trends.</p> <p>Social change might be evidenced with reference to the feminist and gay movements of the period. The National Organisation of Women campaigned forcefully for women's rights, gaining a major success with the legalisation of abortion in 1972. In the 1970s women gained financial and other rights, including the ability to secure credit independently of their husbands. Radical feminism died away in the 1980s, but traditional attitudes towards women remained strong, notably in the South. The rise of Gay Power was rooted in the Stonewall riots of 1969, and in 1980 the Democrats gave official support to the gay rights campaign. However, the AIDS crisis and the murder of some notable gay men suggested that attitudes towards gay people had not changed significantly. Throughout this period different musical cultures developed for different generations, as evidenced by the growth of rap music. The rise of cable television led to the airing of controversial programmes such as Jerry Springer and South Park, while the film industry was prepared to tackle many sexually explicit themes. By 2001 popular culture was associated with liberal social policies, making for a growing gap between Democrats and the religious right of the Republican Party. However, answers may note that many sporting activities, notably basketball and American football, and the mainstream programming of the big four television companies, all changed very little over this period.</p> <p>Level 5 answers will have a secure focus on the question, will consider social and cultural change over most of the period, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement.</p> <p>Level 4 answers will address the question well, will consider some social and cultural changes, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by considering popular culture. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the</p>	30

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14	<p>The question is focused on the extent to which the economic policies of lower taxes and the free market triumphed in the years 1981-2001.</p> <p>Answers may note that in 1981 the American economy was in serious difficulties, with high inflation, high unemployment and low growth. Reagan took office in 1981 determined to cut the size of federal spending. He secured a major cut in income tax in 1981, but at the same time introduced huge increases in defence spending. These policies contributed to a deep recession in 1982, though this was followed by a prolonged period of economic growth. Reagan continued his policy of low taxation in 1986 by cutting taxes on the highest income groups, but failed to address growing trade deficits and unequal income distribution. Reagan's free-market policies were continued by Bush, though he was compelled to introduce tax increases after promising not to do so; and this was a major factor in his defeat in 1992. Clinton's first budget of 1993 reversed some features of Reaganomics. He imposed higher taxes on high earners and on large corporations, but at the same time imposed budget discipline aimed at reducing the deficit. Clinton refused to approve higher spending on social programs which was demanded by more liberal Democrats. His reluctance to continue all the policies associated with Reaganomics contributed to the sustained economic growth experienced during his presidency. Answers may also note that other factors influenced economic growth in this period including the NAFTA agreement and the stability of global trade.</p> <p>Level 5 answers will have a secure focus on the question, will consider the extent to which Reaganomics triumphed in this period, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement.</p> <p>Level 4 answers will address the question well, will address several aspects of taxation and market policies, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing some features of Reaganomics. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 answers will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

