

Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCE in History (6HI03/C)

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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 3: Generic Level Descriptors

### Section A

**Target: AO1a and AO1b (13%)**

**(30 marks)**

The essay questions in Part (a) will have an analytical focus, requiring candidates to reach a substantiated judgement on a historical issue or problem.

Level	Mark	Descriptor
<b>1</b>	<b>1-6</b>	<p>Candidates will produce a series of statements, some of which may be simplified. The statements will be supported by factual material which has some accuracy and relevance although not directed at the focus of the question. The material will be mostly generalised.</p> <p>The writing may have some coherence and it will be generally comprehensible, but passages will lack 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> <p><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 1: 3-4 marks</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 1: 5-6 marks</b> The qualities of Level 1 are securely displayed.</p>
<b>2</b>	<b>7-12</b>	<p>Candidates will produce statements with some development in the form of mostly accurate and relevant factual material. There will be some analysis, but focus on the analytical demand of the question will be largely implicit. Candidates will attempt to make links between the statements and the material is unlikely to be developed very far.</p> <p>The writing will show elements of coherence but there are likely to be passages which lack clarity and/or proper organisation. The range of skills needed to produce a convincing essay is likely to be limited. Frequent syntactical and/or spelling errors are likely to be present.</p> <p><b>Low Level 2: 7-8 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 2: 9-10 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 2: 11-12 marks</b> The qualities of Level 2 are securely displayed.</p>
<b>3</b>	<b>13-18</b>	<p>Candidates' answers will be broadly analytical and will show some understanding of the focus of the question. They may, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus in places. Factual material will be accurate, but it may not consistently display depth and/or relevance.</p> <p>The answer will show some degree of direction and control but these attributes will not normally be sustained throughout the answer. The candidate will demonstrate some of the skills needed to produce a convincing essay, but there may be passages which show deficiencies in organisation. The answer is likely to include some syntactical and/or spelling errors.</p>

		<p><b>Low Level 3: 13-14 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 3: 15-16 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 3: 17-18 marks</b> The qualities of Level 3 are securely displayed.</p>
<b>4</b>	<b>19-24</b>	<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, with some evaluation of argument. 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>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 a convincing and cogent essay will be mostly in place.</p> <p><b>Low Level 4: 19-20 marks</b> The qualities of Level 4 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 4: 21-22 marks</b> The qualities of Level 4 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 4: 23-24 marks</b> The qualities of Level 4 are securely displayed.</p>
<b>5</b>	<b>25-30</b>	<p>Candidates offer a sustained analysis which directly addresses the focus of the question. They demonstrate explicit understanding of the key issues raised by the question, evaluating arguments and – as appropriate – interpretations. The analysis will be supported by an appropriate range and depth of accurate and well-selected factual material.</p> <p>The answer will be cogent and lucid in exposition. Occasional syntactical and/or spelling errors may be found but they will not impede coherent deployment of the material and argument. Overall, the answer will show mastery of essay-writing skills.</p> <p><b>Low Level 5: 25-26 marks</b> The qualities of Level 5 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 5: 27-28 marks</b> The qualities of Level 5 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 5: 29-30 marks</b> The qualities of Level 5 are securely displayed.</p>

*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.

## Section B

### Target: AO1a and AO1b (7% - 16 marks) AO2b (10% - 24 marks) (40 marks)

Candidates will be provided with two or three secondary sources totalling about 350-400 words. The question will require candidates to compare the provided source material in the process of exploring an issue of historical debate and reaching substantiated judgements in the light of their own knowledge and understanding of the issues of interpretation and controversy. Students must attempt the controversy question that is embedded within the period context.

### AO1a and AO1b (16 marks)

Level	Mark	Descriptor
1	1-3	<p>Candidates will produce a series of statements, some of which may be simplified, on the basis of factual material which has some accuracy and relevance although not directed at the focus of the question. Links with the presented source material will be implicit at best. The factual material will be mostly generalised and there will be few, if any, links between the statements.</p> <p>The writing may have some coherence and it will be generally comprehensible but passages will lack 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> <p><b>Low Level 1: 1 mark</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 1: 2 marks</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 1: 3 marks</b> The qualities of Level 1 are securely displayed.</p>
2	4-6	<p>Candidates will produce statements deriving from their own knowledge and may attempt to link this with the presented source material. Knowledge will have some accuracy and relevance. There may be some analysis, but focus on the analytical demand of the question will be largely implicit. Candidates will attempt to make links between the statements and the material is unlikely to be developed very far.</p> <p>The writing will show elements of coherence but there are likely to be passages which lack clarity and/or proper organisation. The range of skills needed to produce a convincing essay is likely to be limited. Frequent syntactical and/or spelling errors are likely to be present.</p> <p><b>Low Level 2: 4 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 2: 5 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 2: 6 marks</b> The qualities of Level 2 are securely displayed.</p>



3	7-10	<p>Candidates attempt a broadly analytical response from their own knowledge, which offers some support for the presented source material. Knowledge will be generally accurate and relevant. The answer will show some understanding of the focus of the question but may include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus in places. Attempts at analysis will be supported by generally accurate factual material which will lack balance in places.</p> <p>The answer will show some degree of direction and control but these attributes will not normally be sustained throughout the answer. The candidate will demonstrate some of the skills needed to produce a convincing essay, but there may be passages which show deficiencies in organisation. The answer is likely to include some syntactical and/or spelling errors.</p> <p><b>Low Level 3: 7 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 3: 8-9 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 3: 10 marks</b> The qualities of Level 3 are securely displayed.</p>
4	11-13	<p>Candidates offer an analytical response from their own knowledge which supports analysis of presented source material and which attempts integration with it. Knowledge will be generally well-selected and accurate and will have some range and depth. The selected material will address the focus of the question and show some understanding of the key issues contained in it with some evaluation of argument and – as appropriate – interpretation. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked although the selection of material may lack balance in places.</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 and cogent essay will be mostly in place.</p> <p><b>Low Level 4: 11 marks</b> The qualities of Level 4 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 4: 12 marks</b> The qualities of Level 4 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 4: 13 marks</b> The qualities of Level 4 are securely displayed.</p>
5	14-16	<p>Candidates offer a sustained analysis from their own knowledge which both supports, and is integrated with, analysis of the presented source material. Knowledge will be well-selected, accurate and of appropriate range and depth. The selected material directly addresses the focus of the question. Candidates demonstrate explicit understanding of the key issues raised by the question, evaluating arguments and – as appropriate – interpretations. The analysis will be supported by an appropriate range and depth of accurate and well-selected factual material.</p> <p>The answer will be cogent and lucid in exposition. Occasional syntactical and/or spelling errors may be found but they will not impede coherent deployment</p>

	<p>of the material and argument. Overall, the answer will show mastery of essay-writing skills.</p> <p><b>Low Level 5: 14 marks</b> The qualities of Level 5 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 5: 15 marks</b> The qualities of Level 5 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 5: 16 marks</b> The qualities of Level 5 are securely displayed.</p>
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### Note on Descriptors Relating to Communication

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### AO2b (24 marks)

Level	Mark	Descriptor
1	1-4	<p>Comprehends the surface features of sources and selects from them in order to identify points which support or differ from the view posed in the question. When reaching a decision in relation to the question the sources will be used singly and in the form of a summary of their information. Own knowledge of the issue under debate will be presented as information but not integrated with the provided material.</p> <p><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 1: 3-4 marks</b> The qualities of Level 1 are securely displayed.</p>
2	5-9	<p>Comprehends the sources and notes points of challenge and support for the stated claim. Combines the information from the sources to illustrate points linked to the question.</p> <p>When supporting judgements made in relation to the question, relevant source content will be selected and summarised and relevant own knowledge of the issue will be added. The answer may lack balance but one aspect will be developed from the sources. Reaches an overall decision but with limited support.</p> <p><b>Low Level 2: 5-6 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 2: 7-9 marks</b> The qualities of Level 2 are securely displayed.</p>
3	10-14	<p>Interprets the sources with confidence, showing the ability to analyse some key points of the arguments offered and to reason from the evidence of the sources. Develops points of challenge and support for the stated claim from the provided source material and deploys material gained from relevant reading and knowledge of the issues under discussion. Shows clear understanding that the issue is one of interpretation.</p> <p>Focuses directly on the question when structuring the response, although, in addressing the specific enquiry, there may be some lack of balance. Reaches a judgement in relation to the claim, supported by information and argument from the sources and from own knowledge of the issues under debate.</p> <p><b>Low Level 3: 10-11 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p>

		<p><b>High Level 3: 12-14 marks</b> The qualities of Level 3 are securely displayed.</p>
<b>4</b>	<b>15-19</b>	<p>Interprets the sources with confidence showing the ability to understand the basis of the arguments offered by the authors and to relate these to wider knowledge of the issues under discussion. Discussion of the claim in the question proceeds from an exploration of the issues raised by the process of analysing the sources and the extension of these issues from other relevant reading and own knowledge of the points under debate. Presents an integrated response with developed reasoning and debating of the evidence in order to create judgements in relation to the stated claim, although not all the issues will be fully developed. Reaches and sustains a conclusion based on the discriminating use of the evidence.</p> <p><b>Low Level 4: 15-16 marks</b> The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 4: 17-19 marks</b> The qualities of Level 4 are securely displayed.</p>
<b>5</b>	<b>20-24</b>	<p>Interprets the sources with confidence and discrimination, assimilating the author's arguments and displaying independence of thought in the ability to assess the presented views in the light of own knowledge and reading. Treatment of argument and discussion of evidence will show that the full demands of the question have been appreciated and addressed. Presents a sustained evaluative argument and reaches fully substantiated conclusions demonstrating an understanding of the nature of historical debate.</p> <p><b>Low Level 5: 20-21 marks</b> The qualities of Level 5 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 5: 22-24 marks</b> The qualities of Level 5 are securely displayed.</p>

*NB: The generic level descriptors may be subject to amendment in the light of operational experience.*

### Unit 3 Assessment Grid

Question Number	AO1a and b Marks	AO2b Marks	Total marks for question
<b>Section A Q</b>	30	-	30
<b>Section B Q</b>	16	24	40
<b>Total Marks</b>	<b>46</b>	<b>24</b>	<b>70</b>
<b>% weighting</b>	<b>20%</b>	<b>10%</b>	<b>30%</b>

## Section A

### C1 The United States, 1820-77: A Disunited Nation?

Question Number	Indicative content	Mark
<b>1</b>	<p>Candidates should have knowledge of the impact slavery had on the economy of the Southern states in the period 1820-60. Features which support the statement in the question might include: slavery lowered the status of manual work among Southern whites and did not properly tap the potential skills of the labour force; the majority of Southerners were not slaveholders and did not gain any economic benefits as their wages were depressed due to slave competition; slavery was not compatible with an urbanised, industrial society and so acted as an obstacle to industrialisation and encouraged dependence on staple crop agriculture, particularly cotton; many great planters were not efficient and did not adopt a hardnosed business approach which may have retarded Southern economic growth. Features which challenge the statement in the question might include: slaveholding enabled Southern planters to increase cotton acreages and so raise profits; rising slave prices (which nearly doubled in the 1850s) indicated that slaves were a good investment; slavery was an efficient and cost-effective form of economic organisation – between 1840 and 1860 the rate of increase in per capita income in the South exceeded the rate of increase for the rest of the USA, chiefly due to cotton; a more controversial point is the claim that Southern slave agriculture was 35% more efficient than small-scale family farming in the North; slave labour was also used successfully in Southern industry e.g. Tredegar Iron Works in Richmond and in salt/coal mining.</p> <p>At Level 5, 'how far' the candidate agrees with the proposition will be explicitly addressed and sustained. The answer will be well informed, and well selected information will be used to offer a sustained evaluation in which the criteria for the economic benefits and disadvantages of slavery are explicitly explored. At Level 4, there will be analysis of slavery in the Southern states with some attempt to reach a reasoned judgement on 'how far' it provided economic benefits. At Level 3, students should provide some broad analysis relating to the 'few economic benefits' of slavery for the South but the detail may be hazy in places or the answer chronologically or thematically skewed. At Levels 1 and 2, simple or more developed statements on slavery in the South will provide either only implicit reference to 'few economic benefits' or argument based on insufficient evidence.</p>	30

Question Number	Indicative content	Mark
2	<p>Candidates should have knowledge of Grant's presidency (1869-77). Features which support the statement in the question might include: Radicals in the Republican Party regarded Grant as malleable and easy to influence so they could use Congress to enact their preferred Reconstruction and economic policies; Grant was unaccustomed to civil responsibility and failed to provide national leadership in this critical post-Civil War period; he acted as an administrator rather than an enthusiastic advocate of Reconstruction; in dealing with the southern states, he vacillated between defending Republican regimes and sometimes making overtures to Democrats; his presidency was tarnished by corruption and scandals (e.g. the Gold Scandal (1869), the 1873 salary grab and the Belknap Scandal (1876)) which led to the disparaging term 'Grantism'. Features which challenge the statement in the question might include: Grant approved the re-entry of Texas, Virginia and Mississippi into the Union; the Fifteenth Amendment (on the right to vote) became law under his presidency as did the Civil Rights Act (1875); the Enforcement Acts of 1870-71 gave Grant the power (which he used on occasion) to order the military to suppress southern violence and to place southern federal elections under Congressional control; the 1872 Klan Act reduced the threat of the KKK.</p> <p>At Level 5, there will be sustained analysis of Grant's presidential record and 'how far' the candidate agrees with the proposition will be explicitly addressed. The answer will be well informed, with well selected information and a sustained evaluation. At Level 4, there will be analysis of Grant's presidential record with some attempt to reach a reasoned judgement on 'how far'. At Level 3, students should provide some broad analysis relating to 'failure' but the detail may be lacking in places and/or the material unbalanced chronologically or thematically. At Levels 1 and 2, candidates offer simple or more developed statements about Grant's Presidency with either only implicit reference to its failure or success, or argument based on insufficient evidence.</p>	30

## C2 The United States, 1917-54: Boom, Bust and Recovery

Question Number	Indicative content	Mark
<b>3</b>	<p>Candidates should have knowledge of the political and social tensions in America between 1919 and 1929. Developments supporting the 'heightened tensions' viewpoint may include: the conflict between the values of traditional rural/small town white Protestant America and the more 'modern' outlook of the new urban-industrial centres containing various immigrant groups and black Americans; religion versus science e.g. the Scopes trial (1925); the introduction of Prohibition (1919-20) and the role of organised crime in supplying the black market for alcohol; growing resistance to mass immigration and immigrants, partly fuelled by the Red Scare (1919-20) and the Sacco and Vanzetti case (1921-27), which culminated in the imposition of controls in 1921 and 1924; the attempts of the KKK to preserve WASP 'superiority' and status. Developments which challenge the 'heightened tensions' viewpoint may include: the decline of the KKK in terms of numbers and influence after 1925; the limited impact of women's suffrage (1920) during the decade; immigration was no longer viewed as an important public issue by the late 1920s; the 'dampening' effects of growing affluence and rising living standards for large sections of American society up to 1929.</p> <p>At Level 5, candidates should provide sustained analysis related to the extent to which social and political tensions afflicted America during this period (1919-29). 'How far' will be central in an answer which will be well informed with well selected information and a sustained evaluation. At Level 4, there will be analysis of the extent of these tensions with some attempt to reach a reasoned judgement on 'how far'. At Level 3, candidates should provide some broad analysis related to the extent to which social and political tensions afflicted America during this period but the detail may be undeveloped in places and/or the material unbalanced chronologically or thematically. At Levels 1 and 2, candidates will provide either only simple or more developed statements about America in the 1920s with either only implicit reference to social and political tensions, or argument based on insufficient evidence.</p>	30

Question Number	Indicative content	Mark
4	<p>Candidates should have knowledge of the factors promoting US prosperity in the years 1945-54. Features which support the role of the 1941-45 war might include: increased military spending (\$90 billion in 1944) brought about full employment and growing affluence (by 1942 unemployment had all but disappeared, by 1944 6.5 million women had joined the labour force, and union membership increased significantly); wages increased, working conditions improved, and health insurance schemes and paid holidays were introduced; US GNP rose from \$91 billion in 1939 to \$214 billion by 1945; farm income rose by 250% between 1941 and 1945; increased prosperity was sustained by government measures, such as the Selective Serviceman's Readjustment Act (1944) which provided post-war assistance with college fees and home and business ownership. Features which challenge the statement in the question might include: the pre-war slump cut out the economic 'dead wood' (e.g. poor sharecroppers abandoned their small holdings and became industrial workers, inefficient coal mines and textile factories closed down); the New Deal encouraged growth by providing greater economic security for all groups; the favourable trading position of the US after 1945 provided the most important opportunities for the expansion of US exports, which in turn stimulated US industries and contributed to full employment in the period up to 1954 (in 1947, for example, the USA produced 50 per cent of the world's manufactured goods and 62 per cent of the world's oil); greater consumer spending after 1945 because Americans had more disposable income; the beneficial post-war impact of the construction and automobile industries; the post-war baby boom led to the development of a dynamic juvenile market for baby and child products; relatively harmonious employer-union relations (e.g. General Motors-UAW agreement in 1948 which guaranteed production and wage levels); the onset of the Cold War provided a significant economic boost for military-related industries.</p> <p>At Level 5, 'how far' the candidate agrees with the proposition that the wartime economy was entirely responsible for US post-war prosperity will be explicitly addressed and sustained. The answer will be well informed, and well-selected information will be used to offer a sustained evaluation. At Level 4, there will be analysis of the wartime economy's role in creating post-war US prosperity with some attempt to reach a reasoned judgement on the stated factor. At Level 3, candidates should provide some broad analysis relating to the role of the wartime economy but the detail may be hazy in places and/or with some imbalance or uncertainty as to chronology. At Level 1 and 2, candidates will offer simple or more developed statements about US prosperity in the years 1945-54 with either only implicit reference to the war economy or argument based on insufficient evidence.</p>	30



## Section B

### C1 The United States, 1820-77: A Disunited Nation?

Question Number	Indicative content	Mark
<b>5</b>	<p>Source 1 supports the idea of a war due to an economic clash between Northern and Southern elites. It maintains that the conflict flowed, not specifically from slavery, but rather from Southern leaders' opposition to the Northern elite's vision of economic expansion (which included a free market, free labour, a US bank, and protective tariffs for manufacturing industry). Source 2 focuses on the issue of federalism versus state sovereignty which polarised North-South opinion and offered alternative 'national' policies for the USA. Source 3, in contrast, places slavery at the centre of the growing sectionalism of the 1850s and early 1860s. The extract argues that this was an 'irrepressible conflict' because liberty and slavery could not coexist. Candidates should be aware that the three sources offer several cross-referencing opportunities (e.g. competing economic interests, the impact of Lincoln's election in 1860, the divisive issue of slavery etc.).</p> <p>Candidates' own knowledge of developments in the 1850s and in 1860-61 should be added to the source material and might include: the economic differences between the Northern and Southern elites (e.g. over tariffs and taxation); the context of growing sectionalism in the 1850s (e.g. the Kansas-Nebraska Bill (1854), 'Bleeding Kansas', the emergence of the Republican Party, the Dred Scott case (1857), John Brown's action at Harper's Ferry (1859)); Lincoln-Douglas debates (1858) led to southern concerns that Lincoln was an abolitionist; the reaction in the South to Lincoln's victory in 1860 which was based entirely on the Northern states and 40 per cent of the popular vote; the phased nature of the secession (1860-61); the failure to find a compromise (Buchanan's reluctance to take a lead, rejection of the Crittenden proposals, the unsuccessful Peace Convention at Washington); the Fort Sumter incident and the response of the Upper South (1861).</p> <p>At Level 5, candidates will present a reasoned judgement about the role played by the economic clash between the Northern and Southern elites in the outbreak of the Civil War. Here the response will be informed by precisely selected evidence from both sources and own knowledge. At Level 4, there should be at least some attempt to discuss the extent to which the economic clash between the Northern and Southern elites led to conflict in 1861. Here, there will be confident use of the presented sources and good understanding of the issues under debate. At Level 3, a clear conclusion about the reasons for the Civil War will be offered and the sources will be used with some confidence. At Levels 1/2, most candidates will see differences in the arguments produced by the sources and at Level 2 link to own knowledge for valid statements.</p>	40

Question Number	Indicative content	Mark
<b>6</b>	<p>Source 4 gives candidates material to support the view that the Union won the Civil War mainly because of the military skills of Grant and Sherman. In particular, it points out some of Grant and Sherman's strengths and highlights their ability to cooperate. Candidates are likely to use their own knowledge to exemplify and develop these statements about the quality of their military leadership. In contrast, Source 5 maintains that it was the North's significant material advantages (e.g. larger population, more industry) and the South's inability to resource a modern war that led to the Union's victory. Source 6 focuses on superior Northern military morale and the North's ability to crush Southern resistance which bred Confederate defeatism. Candidates should be aware that the three sources offer several cross-referencing opportunities ( e.g. Union military victories, stronger morale of Northern soldiers, the North's greater resources etc.).</p> <p>Candidates' own knowledge of other reasons for the North's victory in the Civil War should be added to the sources and may include: Grant and Sherman's concept of total war and their determination to take the fight to the Confederacy; poor military leadership of the Western Confederate armies; the role of Abraham Lincoln's political leadership; on balance, the North had more effective ministers; the Northern economy was better managed and finance more easily raised in the North; states' rights and the fear of provoking internal dissent adversely affected the Confederate war effort.</p> <p>At Level 5, candidates will sustain their argument about the relative importance of Grant and Sherman's military skills on the basis of precisely selected evidence from both sources and own knowledge. For Level 4, look for analysis of the relative merits of the various arguments. There should be at least some attempt to discuss the extent to which the military skills of Grant and Sherman were responsible for the Union's victory. Level 3 answers will reach a conclusion probably recognising that the argument is not all about Grant and Sherman's military skills and clearly recognising that the sources give different interpretations. Sources will be used with some confidence. At Levels 1 and 2, responses are likely to sift the evidence with some basic cross-referencing, and at Level 2 link to own knowledge for valid statements.</p>	40

## C2 The United States, 1917-54: Boom, Bust and Recovery

Question Number	Indicative content	Mark
<b>7</b>	<p>Source 7 outlines the argument that the problems of the world economy had an adverse effect on the USA, particularly by limiting its export markets. Candidates should note that US policy (e.g. tariffs, an inflexible attitude to war debt repayments) exacerbated the economic problems by making it more difficult for European nations to buy American products. Source 8 focuses on the problems created by federal intervention, notably Hoover's measures which weakened the US economy. The argument here on tariffs can be cross-referenced with Source 7. In contrast, Source 9 offers a more wide-ranging explanation for the Great Depression by highlighting the role of domestic factors (e.g. agricultural depression, overproduction, underinvestment and the Federal Reserve's restriction of the money supply) as well as the global economic crisis. Candidates should be aware that the three sources offer several cross-referencing opportunities (e.g. the issue of war debt payments, the impact of US tariffs, domestic economic problems etc.).</p> <p>Candidates' own knowledge of developments leading to the onset of the Great Depression should be added to the evidence of the sources and may include: the problems of the international economy based on war debt repayments, tariffs and trade imbalances; the Wall Street Crash and the contribution of speculation in shares and land to US economic instability in the 1920s; under consumption and overproduction linked to the maldistribution of wealth in US society; Republican economic policies in the 1920s – low taxes, little regulation of business, failure to aid farming, low capital gains tax; weakness of the US banking system etc.</p> <p>At Level 5, candidates will offer a sustained evaluation of the relative importance of key factors with some concentration on international economic problems, using precisely selected evidence and own knowledge. At Level 4, there should be at least some attempt to discuss the relative importance of international economic problems and other factors (e.g. the impact of federal intervention, under consumption and overproduction) on the basis of confident use of the presented sources and good understanding of the issues under debate. At Level 3, a clear conclusion will be reached about why the Great Depression affected the USA in the years 1929 to 1933 and the sources will be used with some confidence. At Levels 1 and 2, most candidates will see differences in the arguments produced by the sources and draw basic conclusions. Level 2 answers should include some own knowledge.</p>	40

Question Number	Indicative content	Mark
8	<p>Source 10 supports the argument that, in the years 1933 to 1939, the New Deal benefited most groups in American society. The extract identifies several social categories which experienced improvements (workers, farmers, the elderly and disabled, and union members) but contends that black Americans were the prime beneficiaries due to the economic opportunities offered by New Deal initiatives. This line of argument is partially supported by Source 11 which also notes the benefits the New Deal delivered to sections of American society (such as working-class Americans). However, Source 11 points out that unemployment remained stubbornly high up to 1939 and only the development of the US war economy tackled this problem. Source 12 challenges the statement in the question by asserting that black Americans (and the poor generally) gained little from the New Deal agencies such as the NRA and CCC. Candidates should be aware that the three sources offer several cross-referencing opportunities (e.g. the New Deal brought benefits to workers, the disabled, the elderly and union members, the civil rights of black Americans were not improved etc.).</p> <p>Candidates' own knowledge of the impact of the New Deal between 1933 and 1939 should be added to the source material and might include: the record of the 'alphabet agencies' (e.g. the CCC, FERA, PWA, NRA) and other measures on particular groups such as farmers, workers, women and black Americans (e.g. New Deal agricultural measures mainly assisted wealthier farmers and NRA over-regulation hampered recovery and damaged some business owners); the New Deal record on unemployment – 7 million in 1937 rising to 10 million in 1938; the effectiveness of the American 'welfare state' created by the Wagner, Revenue and Social Security Acts (1935); candidates may also wish to discuss the relative economic importance of rearmament and wartime demand (1939-41).</p> <p>At Level 5, candidates will present a reasoned judgement about how far the New Deal benefited 'most groups' in US society. Here, the response will offer a sustained evaluation informed by precisely selected evidence from both sources and own knowledge. At Level 4, there should be at least some attempt to discuss the extent to which the New Deal benefited or did not benefit specific groups in American society. Here, the response will be based on the confident use of the presented sources and good understanding of the issues under debate. At Level 3, a clear conclusion about the impact of the New Deal on US social groups will be offered and the sources will be used with some confidence. At Levels 1 and 2, most candidates will see basic differences in the arguments produced by the sources and at Level 2 link to own knowledge for valid statements.</p>	40

