

Mark Scheme (Results) January 2009

GCE

GCE History (6HI01) Paper D

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 mostly be accurate but it may</p> |

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| | | <p>lack depth and/or reference to the given 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 factual material 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/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</p> |

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| | | convincing in range and depth consistent with Level 5. 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. |
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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% |

6HI01D - Mark Scheme
A World Divided: Communism and Democracy in the 20th Century

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

| Question Number | Indicative content | Mark |
|-----------------|--|------|
| 1 | <p>The question is focused on the fall of the Qing dynasty in 1911-12 and the role played by nationalism and foreign interference in bringing about its collapse. Answers may refer to the failure of the Boxer Rising in 1900 and the subsequent development of a new nationalist movement devoted to the overthrow of the dynasty. In 1905 Sun Yat-sen formed the Revolutionary Alliance based in Tokyo which was strongly supported by students who had trained overseas. The Alliance carried out small and unsuccessful actions against the government over the next few years. In 1911 there was a backlash against the raising of foreign loans to pay for the nationalisation of trunk lines which led to the Wuchan uprising and the start of the revolution. Sun Yat-sen was elected President of the Chinese Republic but resigned in favour of Yuan Shikai in 1912. A simple outline of events, perhaps focused on Sun Yat-sen, will be marked within Levels 1 and 2, and progression will depend on the range and depth of relevant material. Those who begin to offer an analysis of the role of revolutionary groups will access Level 3, although there may be extended passages of narrative. At Level 4 there will be an explicit attempt to consider the role of revolutionary groups, and the part they played in the fall of the dynasty. Other relevant factors include flooding in many parts of the country; the impact of war; the failure of Qing reforms; and worsening social conditions. Answers which place the role of revolutionary groups within a wider context, or provide a sustained analytical focus, will access Level 5.</p> | 30 |

| Question Number | Indicative content | Mark |
|-----------------|--|------|
| 2 | <p>The question is focused on the survival of the CCP despite the military campaigns waged against it by the GMD government. Answers may refer to the CCP's weakened position after the Nanjing massacre of 1927, the failure of the Autumn Harvest uprisings, and to the slump in party membership to around 10,000. Some recovery in the party's fortunes came between 1928 and 1934 when Mao Zedong and other party leaders retired to the Jianxi base, which flourished and brought a wide area under its control in the period before the outbreak of the Second Sino-Japanese War in 1937. The GMD's first encirclement campaigns all failed, but their ultimate success forced the CCP leadership to abandon Jianxi and embark on the Long March to the safety of Shaanxi. Answers may refer in detail to the March, including the crossing of the Dadu river, the Great Snow Mountains and the marshlands; and there may be reference to the role of the warlords in allowing passage through their territory. A simple outline of events, possibly focused on the events of the Long March, will be marked within Levels 1 and 2, and progression will depend on the range and depth of relevant material. Those who begin to offer an analysis of the role of the CCP during these years will access Level 3, although there may be extended passages of narrative, perhaps on the role of Mao Zedong. At Level 4 there will be an explicit attempt to consider the reasons for the survival of the CCP, including the failure of the GMD's early encirclement campaigns and the difficulties they faced in tracking the CCP during the Long March. The divisions on strategy within the leadership may also be considered. At Level 5 there will be some attempt to evaluate the reasons for the survival</p> | 30 |

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| | of the CCP, contrasting the failures of the GMD's forces with the successful and united leadership of Mao and Zhou Enlai, even though only 5000 of the original marchers of 80,000 reached their final base at the end of the Long March. | |
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D2 Mao's China, 1949-76

| Question Number | Indicative content | Mark |
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| 3 | The question is focused on the early years of CCP rule, and the extent to which the Chinese people benefited from that rule. Answers may refer to the restoration of unity and strong central control, achieved in part by repressive actions against dissidents through spies, the secret police and the labour camps. The creation of a one-party state and attacks on free speech may also be discussed, along with action against Tibet. Women gained extensive rights, especially concerning marriage and property rights. However, the main features of the new regime's policies were in the fields of industry and agriculture. Industrial development was encouraged through the Five Year Plans, instituted with help from the USSR, and these seem to have achieved remarkable successes in the growth of heavy industry by 1957. Equally significant were the agricultural reforms. The Agricultural Reform Law instituted massive social changes, though these were soon overtaken by the less popular agricultural producers' cooperatives, which included 80% of all households by 1956. A simple outline of some of these changes, perhaps focused on agriculture and industry, will be marked within Levels 1 and 2, and progression will depend on the range and depth of relevant material. Those who begin to offer an analysis of the process of change will access Level 3, although there may be extended passages of narrative. At Level 4 there will be an explicit attempt to consider the nature of the changes developed over the given period, and to consider the extent to which they improved the lives of the Chinese people. At Level 5 there will be some attempt to evaluate the record of the new government, along with the nature and extent of social and economic change. | 30 |

| Question Number | Indicative content | Mark |
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| 4 | The question is focused on the origins and course of the Cultural Revolution of 1966-69 and the role of Mao's personal prestige in enabling him to outmanoeuvre his political opponents during these years. Answers may refer to Mao's weakened position after the disastrous Great Leap Forward, illustrated by the criticisms he faced at the Central Committee early in 1962. His alliance with Lin Biao and thus with the PLA strengthened his position, as did Jiang Qing's assault on anti-socialist culture. The Cultural Revolution, with its attack on the 'four olds', and Mao's mobilization of Chinese youth through the Red Guards, further increased Mao's power, and led to the removal from power of Mao's opponents, Deng Ziaoping and Liu Shaoqi. The subsequent chaos of the Cultural Revolution was played out until Lin Biao and the PLA restored order in 1967 and 1968. The Party Congress of 1969 was a triumph for Mao and for the PLA, and witnessed the restoration and even the strengthening of his control over party and country. A simple outline of some of the events of the Cultural Revolution will be marked within Levels 1 and 2, and progression will depend on the range and depth of relevant material. Responses at Level 3 will begin to address causation but may include significant descriptive or narrative material. At Level 4 candidates will offer reasonable range and depth of appropriate material and will address reasons for Mao's success. These may include the | 30 |

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| | weaknesses of his opponents, the way he bypassed the party in favour of the mass mobilization of young people, and his huge prestige among the Red Guards. Those who can offer some evaluation of reasons for Mao's success, contrasting his political skills and widespread support with the failures of his opponents, will access Level 5. | |
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D3 Russia in Revolution, 1881-1924: From Autocracy to Dictatorship

| Question Number | Indicative content | Mark |
|-----------------|--|------|
| 5 | The question is focused on the challenges mounted to Tsarist rule in the given period, and the extent to which divisions among opposition groups contributed to their failure. Answers may consider the four main strands of opposition, their internal divisions and their intolerance of each other. A tradition of revolutionary activity was established by the Populists and their appeal to the peasants, though they were weakened by the assassination of Alexander II and the repression established by Alexander III. The Social Revolutionaries tried to gain support among both peasants and townspeople, but were divided between anarchists and revolutionaries. The Social Democrats split into Bolsheviks and Mensheviks at the 1903 Congress, while the Liberals did not establish distinctive parties until after the 1905 Revolution. A simple description of some of the revolutionary parties will be marked within Levels 1 and 2, and progression will depend on the range and depth of relevant material. Responses at Level 3 will begin to address causation but may include significant descriptive or narrative material. At Level 4 candidates will offer reasonable range and depth of appropriate material and will address reasons for the failure of effective opposition to Tsardom, such as the role of the Okhrana, police and army. Those who can offer some evaluation of the failure of the reformers and revolutionaries, will access Level 5. | 30 |

| Question Number | Indicative content | Mark |
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| 6 | The question is focused on the events which led to the October Revolution, and the extent to which the Provisional Government brought about its own collapse. The Provisional Government's refusal to take Russia out of the war, and their inability to tackle the question of land reform, were both major factors in the growth of opposition to their rule. Many of the domestic and military problems which had led to the fall of the Romanovs had not been tackled. The nature of dual power, and the hold which the Petrograd Soviet held over the armed forces, also restricted their freedom of action. A simple outline of these points will be marked within Levels 1 and 2, and progression will depend on the range and depth of relevant material. Those who begin to offer a causal analysis will access Level 3, but there may be significant descriptive or narrative material. At Level 4 there will be an explicit attempt to deal with the role of the Provisional Government and its failings, perhaps with reference to the Kornilov affair and its impact. There may also be some reference to other relevant factors, such as the importance of Lenin's return in April, the July Days, the widespread breakdown of military discipline, and the role of Lenin and Trotsky in preparing for the October seizure of power. At Level 5 there will be some attempt to evaluate the record of the Provisional Government, setting this within a broader context of the instability which followed the downfall of the Tsar. | 30 |

D4 Stalin's Russia, 1924-53

| Question Number | Indicative content | Mark |
|-----------------|---|------|
| 7 | <p>The question is focused on the economic policies pursued by the government in the 1920s and the reasons behind the dramatic changes in 1928. NEP, introduced in 1921, had returned the economy to its pre-war levels by 1925. However, it had run into problems such as the scissors crisis in 1924 and the grain procurement crisis of 1927, and was resented by many Communists for making concessions to peasants, experts and capitalist Nepmen. Stalin supported NEP during his campaign against Trotsky and his supporters, but by 1928, for political and economic reasons, he was prepared to pursue a policy of rapid industrialisation which he claimed would close the gap with western countries, especially the USA. A simple outline of events, perhaps focused on the introduction of the first plan, will be marked within Levels 1 and 2, and progression will depend on the range and depth of relevant material. Those who offer a causal analysis will access Level 3, though there may be extended sections of narrative. At Level 4 there will be an explicit attempt to assess the reasons behind the end of NEP, with some consideration of Stalin's economic strategies overall. Answers may also refer to other factors, such as Stalin's campaign against his political opponents. At Level 5 there will be some attempt to evaluate the relative significance of factors, perhaps linking Stalin's motives to the grain procurement crisis and the decision to wage a class war against the peasants, especially the kulaks.</p> | 30 |

| Question Number | Indicative content | Mark |
|-----------------|--|------|
| 8 | <p>The question is focused on the extraordinary achievement of the USSR in resisting the Nazi onslaught in 1941 and in overcoming German forces in the years 1941 to 1945, and the part played in that conflict by the development of a war economy in the USSR. Answers may refer to the relocation of factories from western Russia to the Urals area, and the subsequent constant supply of war materials, outstripping German production of tanks, aircraft and artillery. Much was achieved by the large numbers of women and young people in the industrial workforce. Lend-Lease was also a vital factor in the final victory: it accounted for 20% of Soviet production in 1943. A simple outline of industrial activity will be marked within Levels 1 and 2, and progression will depend on the range and depth of relevant material. Answers which attempt to analyse the ways in which a war economy was created and run will access Level 3, though there may be some extended sections of narrative. At Level 4 there will be an explicit attempt to provide a broad assessment of the war economy, perhaps linked to significant hardships suffered, such as the siege of Leningrad and the reduction of food and other supplies. Other relevant factors explaining Soviet success include the creation of mass armies, the role of the partisans, and the role of leading personnel such as Stalin and Zhukov. At Level 5 there will be some attempt to evaluate the overall importance of the war economy in accounting for the USSR's success.</p> | 30 |

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

| Question Number | Indicative content | Mark |
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| 9 | <p>The question is focused on the activities of civil rights organisations in the given period, and the significance of Martin Luther King to those organisations. King promoted non-violent protest as a viable strategy, delivering his message through eloquent and thoughtful speeches. As leader of the Southern Christian Leadership Conference he united various civil rights groups across the south, and inspired others, notably liberal whites to support the cause. He forged useful links with the Kennedy administration of 1961-63, especially with Robert Kennedy. His importance may be shown by the fact that after his assassination in 1968 the SCLC went into rapid decline. A challenge to King's importance could be made by referring to important events outside his control, such as the lunch counter protests of 1960 and the Freedom Rides of 1961: his failure in Albany in 1961-62 and in Chicago in 1966; and the growing lure of black nationalism represented by Malcolm X and Black Power. A simple outline of aspects of King's work, perhaps focused on the Montgomery Bus Boycott of 1955-56, the Birmingham campaign and the march on Washington in 1963, and his intervention in Selma in 1965, will be marked within Levels 1 and 2, and progression will depend on the range and depth of relevant material. Answers which attempt some analysis of King's role will access Level 3, though there may be extended passages of narrative. At Level 4 there will be some explicit assessment of King's role, perhaps through an overall assessment, though the argument will lack balance. At Level 5 there will be a clear attempt to evaluate King's role, with some assessment of his strengths and weaknesses over the given period.</p> | 30 |

| Question Number | Indicative content | Mark |
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| 10 | <p>The question is focused on two significant minorities, Hispanic and Native Americans, and on the extent to which their position within American society had improved by the late 1960s. Answers may deal with both minorities separately. There was little change for Hispanic Americans in the years to 1960. They remained the victims of prejudice and some segregation, though their hopes were raised by the election of the Catholic Kennedy in 1960. Kennedy, however, did little for them, and it was left to leading campaigners such as Cesar Chavez to work for improved social and economic rights in the 1960s. Native Americans were better organised through the National Congress of American Indians. It had made only limited progress by 1960, and thus younger Native Americans set up the more radical National Indian Youth Council in 1960. Government relocation programmes led to some movement to the cities, though there was no real improvement in employment, living standards or life expectancy. Both minorities were inspired by Black Power to set up similar militant organisations: Alianza for Hispanics, and the American Indian Movement, though neither had achieved anything significant by the end of this period. A simple outline of some changes to the status of either or both minorities will be marked within Levels 1 and 2, and progression will depend on the range and depth of relevant material. Answers which attempt some analysis of changes over time, however limited, will access Level 3, though there may be extended passages of narrative,. At Level 4 there will be some explicit attempt to address questions of changing status, perhaps with some comparison of Hispanic and Native American rights. At Level 5 there will be a clear attempt to evaluate perceived changes, perhaps linking the growth of</p> | 30 |

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| | Black Power with 'Brown Power' and 'Red Power'. | |
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D6 Ideology, Conflict and Retreat: the USA in Asia, 1950-73

| Question Number | Indicative content | Mark |
|-----------------|---|------|
| 11 | The question is focused on the reasons for the growing American intervention in south-east Asia in the given period, and the importance of the fear of the spread of Communism in shaping that intervention. Answers may place the period into context with the Elysee Accords of 1949 which led to US support for France against the Vietminh. Support for Bao Dai's government and \$3 billion invested supporting the French failed to prevent the disaster at Dien Bien Phu in 1954. France's defeat, along with belief in the domino theory, were factors in the creation of SEATO in the same year. Eisenhower was the first to commit US personnel to Vietnam, with numbers rising from 300 in 1954 to 1,500 in 1960. This policy of containment of Communism was continued by Kennedy, who increased the number of military advisers to 23,000 by 1963, while the Gulf of Tonkin resolution in August 1964 gave Johnson the power to take any action to protect US interests. A simple description of some relevant events during the period will be marked within Levels 1 and 2, and progression will depend on the range and depth of relevant material. Responses at Level 3 will begin to address the links between US intervention and the fear of Communism, but may include significant descriptive or narrative material. At Level 4 candidates will offer reasonable range and depth of appropriate material and will address fear of the spread of Communism along with other reasons for increasing US intervention in south-east Asia, especially in Vietnam. These may include the Truman Doctrine, the context of the Cold War, especially after the fall of China to the communists in 1949, and the rise of McCarthyism. At Level 5 will be answers which evaluate the reasons for American involvement, with a clear focus on 'increasing involvement'. | 30 |

| Question Number | Indicative content | Mark |
|-----------------|---|------|
| 12 | The question is focused on American involvement in south-east Asia in the given period, and on the reasons why the USA was unable decisively to defeat Communist forces. Answers may refer to Johnson's escalation of the war in Vietnam between 1965 and 1968, including Operation Rolling Thunder, the increased US military presence in Vietnam, and the fact that Westmoreland's policy of attrition produced no clear successes. Johnson's refusal to extend the war to Cambodia and Laos handicapped the US war effort. While the Tet offensive weakened the North Vietnamese, it had a devastating effect of US public opinion. Nixon fared little better after 1968. Vietnamisation was disastrous in terms of South Vietnam's war effort. Nixon took the war into Cambodia in 1970, though this contributed to the success of the Khmer Rouge in 1975. Although peace terms were agreed at Paris in 1973, the Vietnamese conflict was only resolved with the collapse of South Vietnam in 1975. A simple description of some relevant events over the period will be marked within Levels 1 and 2, and progression will depend on the range and depth of relevant material. Responses at Level 3 will begin to address causation but may include significant descriptive or narrative material. At Level 4 candidates will offer reasonable range and depth of appropriate material and will address a number of reasons for the failure of US intervention in south-east Asia, especially in Vietnam. These may include the intervention of the USSR and China: low morale, desertion and the use of drugs among the US forces: the | 30 |

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| | ineffectiveness of technological superiority such as Agent Orange and precision bombing; and the impact of the Tet Offensive on US public opinion. At Level 5 will be answers which evaluate the reasons for the failure of the USA in the region, perhaps by assessing the relative importance of a number of factors. | |
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D7 Politics, Presidency and Society in the USA, 1968-2001

| Question Number | Indicative content | Mark |
|-----------------|---|------|
| 13 | <p>The question is focused on the presidential elections in the given period, and the reasons for the Republican ascendancy. Answers may address the issue in terms of the contending personalities, setting Nixon against Humphrey in 1968 and the liberal McGovern in 1972. Reagan's election in 1980 might be viewed against the failures of the Carter administration, while his victory over Mondale in 1984 came against a backdrop of presidential success. Bush's victory over Dukakis can be viewed as confirming the popularity and success of Reagan in the 1980s. Alternatively, answers might consider the evidence which suggests that 1968 marked the start of a long-lasting rightward shift in American politics. The defection of the South to Nixon indicated that class-based allegiances were being replaced by concerns about race, law and order, and Vietnam. By 1980 the drift to the right was fuelled by growing American nationalism, inflamed by the Iranian hostage crisis, economic decline, and the political activation of fundamental Protestants for the Republicans. These factors might also be linked to the cultural cleavage of the 1970s and 1980s. A simple description of some of the elections of the period will be marked within Levels 1 and 2, and progression will depend on the range and depth of relevant material. Responses at Level 3 will begin to address causation but may include significant descriptive or narrative material. At Level 4 candidates will offer reasonable range and depth of appropriate material and will address reasons for Republican success focused on the development of a new rightwing coalition of support and the fracturing of the New Deal coalition. At Level 5 will be answers which evaluate the reasons for Republican success and which assess the relative significance of personalities and policies.</p> | 30 |

| Question Number | Indicative content | Mark |
|-----------------|--|------|
| 14 | <p>The question is focused on the US economy in the 1970s and 1980s, and the extent to which Reaganomics was successful in tackling deep-seated economic problems. Answers may consider the state of the American economy in the 1970s. Inflation rose from 3% in 1970 to 13% a decade later, while in 1980 interest rates stood at 20%. High inflation, high unemployment and low growth created 'stagflation', while increased tax burdens on ordinary families led to grass-roots revolts in the late 1970s. Reagan's aim in 1980 was to cut the size of federal spending. He secured a major cut in income tax in 1981, but this was not accompanied by major domestic spending cuts: rather, there were huge increases in defence spending. Reaganomics sparked a deep but temporary recession in 1982 which was followed by a prolonged period of economic growth. A simple description of some of the policies initiated in the early 1980s will be marked within Levels 1 and 2, and progression will depend on the range and depth of relevant material. Responses at Level 3 will begin to consider success and failure, though there will be significant passages of narrative or descriptive material. At Level 4 candidates will begin to assess levels of success and failure. For example, while there was a prolonged period of economic growth from 1982, there remained inequalities in income distribution, along with huge deficits in trade and in the federal budget. At Level 5 will be answers which make some attempts to evaluate the extent of success and failure, perhaps linking Reagan's programme to the growth of conservatism and the debate over the correct role of the state.</p> | 30 |