

Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCE in 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 MarkPoint 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 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 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> |
|----------|--------------|--|

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 the fall of the Qing Dynasty in 1911-12, and the extent to which this was caused by the weaknesses of the Imperial government.</p> <p>Answers may refer to the attempts at reform carried out by the Qing government. The principle of extraterritoriality was modified, and there was some improved administration in border areas. Traditional civil service examinations were abolished and military units were modernised through better training education and equipment. Steps taken to introduce constitutional government included the election of provincial assemblies in 1909 and the calling of a national assembly in 1910. The whole reform programme was viewed as inadequate and limited, especially among the new educated elite.</p> <p>Other factors which explain the fall of the Qing include the growing resentment of foreign involvement in China's domestic and economic affairs, notably in the financing and building of railways. The growth of Chinese nationalism, partly through Sun Yat-sen's Revolutionary Alliance, proved significant in 1911. Answers may also note the importance of the death of the Dowager Empress Cixi and the accession of the boy Emperor Puyi. The role of natural disasters such as the extensive flooding of 1911 may also be considered.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the weaknesses of the Imperial government and other factors, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement. At Level 4 candidates will address the question well, will begin to consider the Imperial government and some other factors, but the selection of material and/or consideration of the focus may lack balance or be less secure. Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing the government's weaknesses. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places. Level 1 responses 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 rule of Chiang Kai-shek in the years 1928-45, and requires a judgement on the extent to which it was successful.</p> <p>By 1928 Chiang had defeated most of the warlords, reunited much of the country, and established a new capital at Nanjing for the GMD government. The effectiveness of central control might be suggested by GMD policies. The government worked to restore the national finances, and there were some important developments in the nation's roads and railways. However, most of the budget was devoted to the military as a single national army was established. Chiang authorised the creation of the New Life Movement which aimed to promote national renewal. However, Chiang was unable to destroy the CCP in these years. The encirclement campaigns in the Jinggang mountains succeeded only in 1934, when the CCP abandoned Jianxi and marched north. The limits of GMD control were illustrated when the CCP gained free passage through Guangdong and Guizhou, and established a strong base in Shaanxi province in 1935. Chiang was also unable to muster sufficient military resources to challenge the Japanese invasion of Manchuria in 1931. In 1936 he was forced into the Second United Front with the CCP, which operated against the Japanese until 1945.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider Chiang's successes and failures, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement. At Level 4 candidates will address the question well, will begin to consider several features of Chiang's rule, but the selection of material and/or consideration of the focus may lack balance or be less secure. Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing Chiang's relationship with the CCP. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places. Level 1 responses 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 government's agricultural and industrial policies, and the extent to which these were successful in the years 1949-62.</p> <p>The government established its control over agriculture with the Agricultural Reform Law, which confiscated landlords' estates and transferred land to the peasants. This very popular policy was quickly replaced with collectivisation on the Soviet model and then, from the mid-1950s, with the creation of 70,000 communes under central state control. Taken together these policies destroyed traditional farming methods and changed agriculture dramatically. The rapid introduction of the communes, combined with the promotion of the fraudulent crop theories of Lysenkoism and policies such as sparrowcide, contributed to the famine of 1959-62.</p> <p>Industry was transformed by the Five-Year Plans of 1952-62. The first plan was remarkably successful in terms of output, with an annual growth rate of 9% and significant advances in coal, steel, electrical power and chemicals. The second plan aimed at transforming China's economy from an agricultural base to an urban and industrial one. However, this plan was characterised by disorder. State enterprises performed badly, there were no real incentives for the workers, and managers were not expected to display any initiative. Factories were not run efficiently, and there was no quality control. China's workforce had only limited technical skills, and constant political interference made it difficult for the plan to succeed as an economic project.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the extent of success in both agriculture and industry, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement. At Level 4 candidates will address the question well, will begin to consider the extent of success, but the selection of material and/or consideration of the focus may lack balance or be less secure. Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing industrial change. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places. Level 1 responses 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 years 1962-76, and requires an explanation of why Mao Zedong was able to defeat his political opponents so completely in these years.</p> <p>Answers may refer to Mao's weakened position within the party and government after the disasters of the Great Leap Forward, illustrated by the criticisms he faced at the Central Committee early in 1962. The failure of these policies strengthened the power of Deng Xiaoping and Liu Shaoqi. Mao attempted to restore his position by forming an alliance with Lin Biao and the PLA, and by 1965 this had led to serious divisions between the army and the party. In the summer of 1966 Mao launched the Cultural Revolution, mobilising Chinese youth through the Red Guards, and launching an attack on the 'four olds'. Mao used the Cultural Revolution to destroy his opponents: both Deng and Liu were removed from power. At the same time his wife Jiang Qing led an assault on 'anti-socialist culture'. The Cultural Revolution degenerated into chaos throughout the country until Lin Biao and the PLA restored order in 1967 and 1968, taking over the Cultural Revolution from the Red Guards and re-establishing order through brutal repression. The Ninth Party Congress of 1969 was a triumph for the PLA, who took nearly half the posts on the Politburo, and for Mao, who strengthened his control over party and country until his death in 1976.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider reasons for Mao's ability to defeat his opponents, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement. At Level 4 candidates will address the question well, will begin to consider some reasons for Mao's success, but the selection of material and/or consideration of the focus may lack balance or be less secure. Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing some features of the Cultural Revolution. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places. Level 1 responses 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 extent to which the collapse of Tsarism and the Provisional Government in 1917 were both caused by weak political leadership.</p> <p>Answers which deal with only one of the points raised in the question cannot access Level 5.</p> <p>Nicholas II was perceived as a weak ruler, dominated by his wife Alexandra. His decision to appoint himself Commander-in-Chief in 1915 meant that he became personally responsible for all military setbacks. Moreover, the government of Russia was left in the hands of Alexandra and Rasputin, and was characterised by chaos and incompetence. In February and March 1917 both Nicholas and Alexandra were unable to respond effectively to the rising demands for reform. The Provisional Government was weak from the outset. Prince Lvov and his successor Kerensky failed to provide effective leadership, in part because of the existence of dual power. Kerensky made serious mistakes during and after the Kornilov affair. Other factors which explain the end of Tsarism include the withdrawal of support for the Tsar from traditional elites, especially the Army, setbacks in the war, and the failure to provide sufficient food and fuel for the cities. The fall of the Provisional Government may also be explained by the failure to end the war. Moreover, by October/November 1917 the Provisional Government faced the formidable threat provided by Lenin, Trotsky and the Bolsheviks.</p> <p>Answers may also note the long-term weaknesses of the Russian governments which created impossible situations for both Nicholas and the Provisional Government.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider weak political 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. At Level 4 candidates will address the question well, will address political leadership and some other factors, but the selection of material and/or consideration of the focus may lack balance or be less secure. Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing the limitations of both Nicholas and Alexandra. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places. Level 1 responses 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 requires an explanation of why the Bolsheviks were able to maintain their position of power in the years to 1924, despite widespread opposition to their rule.</p> <p>Answers may note that the Bolsheviks pursued some popular policies at the outset, such as the decrees on peace and land. Although Brest Litovsk was a humiliation from Russia, it finally brought the country's involvement in the war to an end. Lenin's government was prepared to rule firmly from the outset. Election results for the Constituent Assembly had revealed how little support the Bolsheviks could muster, especially against the Socialist Revolutionaries, but opposition parties were outwitted by the dissolution of the Constituent Assembly in January 1918. Domestic enemies were eliminated during the Red Terror of 1918 which was remorselessly carried out by the Cheka under Dzerzhinsky. Foreign opposition and the White armies, which were supported by the SRs, were defeated during the Civil War. Trotsky provided impressive leadership for the Red Army, in sharp contrast to the uninspiring Denikin, Kolchak and Yudenich. Moreover, Lenin did not insist on maintaining doctrinaire Marxist policies. War Communism was useful in providing food and supplies for the Red Army, but economic collapse led to its replacement with the New Economic Policy in 1921.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider reasons for the maintenance of Bolshevik power, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement. At Level 4 candidates will address the question well, will address some reasons for the continued existence of the Bolshevik government, but the selection of material and/or consideration of the focus may lack balance or be less secure. Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing some events 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. At Level 2 will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places. Level 1 responses 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 the power struggle after Lenin's death, and the extent to which different views on the future of the USSR were responsible for deciding the outcome of the struggle.</p> <p>In considering the stated factor, answers may note the ideological divide on both the future of NEP and on the future of the revolution itself. NEP was subject to a major debate between left and right. Bukharin and the right wanted the smychka of workers and peasants to continue, and hoped that NEP would last for at least 20 years. Trotsky and the left had reluctantly endorsed NEP as a means of reviving the economy, but the restoration of economic stability led them to demand immediate industrialisation as early as 1923. These conflicting views concerned the whole future of the revolution, and were therefore central to the succession problem. Stalin used the NEP debate to eliminate the threat from Trotsky, but then broke with the NEP to destroy Bukharin's influence. Trotsky's promotion of the idea of Permanent Revolution found little favour among ordinary citizens, wearied by almost two decades of revolution and war. Stalin's Socialism in One Country seemed a more attractive alternative. Other factors which influenced the outcome of the power struggle include the ban on party factions of 1921: the suppression of Lenin's Testament; and the fear of Bonapartism. Candidates may also consider the personalities of the contenders. Trotsky appeared more as an aloof individual rather than a team member: Kamenev and Zinoviev lacked the ambition required to take the leadership; while Bukharin refused to build up a power base within the party due to a sense of loyalty. On the other hand, Stalin's peasant origins proved attractive to many.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider reasons for the outcome of the power struggle, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement. At Level 4 candidates will address the question well, will address a number of relevant factors which decided the power struggle, but the selection of material and/or consideration of the focus may lack balance or be less secure. Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing the debate on NEP. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places. Level 1 responses 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 Five-Year Plans of 1928-41, and the extent to which they dramatically improved Soviet industry over time.</p> <p>It is not essential for candidates to address 'dramatic improvement' directly: they may simply point to the degree of success. They may consider the Five-Year Plans as a package rather than studying each plan in turn.</p> <p>Answers may note Stalin's intentions included tackling the failures of the NEP, which was industrialising at a very slow pace; creating a command economy; and promoting socialism through the development of an advanced industrial economy. He was also concerned, even in the late 1920s, with national defence against attacks from the West. The First Five-Year Plan focused on the building blocks of industrialisation such as coal, iron ore and electrical power: very little attention was given to consumer goods or food. A key feature of the first plan was the increase in output for its own sake, leading to a high annual growth rate of 14%, though this was accompanied by massive social dislocation. The second plan continued to focus on heavy industry, but also dealt with the electrification of the country, developing new industries such as chemicals, and improving the transport infrastructure. Some prestige developments were encouraged, such as the Moscow Metro and the Moscow-Volga Canal. While some attention was given to consumer goods, this was not a feature of the third plan, which was disrupted by the purges of the 1930s and the coming of war. In considering the extent to which the economy was dramatically improved, answers may note that industries were often unable to provide or receive a reliable supply of raw materials, while failings in the plan were blamed, not on the plan itself, but on scapegoats. Successes were achieved in traditional areas of heavy industry, but there was no overall economic strategy, nor were modern industrial methods adopted. There was a significant increase in the populations of towns and cities, and living and working conditions were uniformly poor. High quality goods were not being produced, and consumer goods remained a very low priority throughout the period.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the extent to which the plans improved Soviet industry, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement. At Level 4 candidates will address the question well, will address a number of relevant factors on industrialisation, but the selection of material and/or consideration of the focus may lack balance or be less secure. Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by describing some features of the plans. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places. Level 1 responses 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 role of the National Association for the Advancement of Colored People (NAACP) in changing the status of African Americans in the years 1945-56.</p> <p>In considering the stated factor, candidates may refer to the fact that the NAACP was an established body that had been working for civil rights since the early 1900s. In the early post-1945 years it was involved in both economic boycotts and in attacking the principle of separate but equal established by <i>Plessy v Ferguson</i> in 1896, and civil suits such as <i>Sweatt v Painter</i> became the pattern in civil rights litigation. It used the American courts to challenge discrimination and segregation, especially in the south. The NAACP was instrumental in bringing the case of <i>Brown v Board of Education of Topeka</i> to the Supreme Court, thanks in part to its distinguished lawyer, Thurgood Marshall. The <i>Brown</i> judgement demanded the desegregation of schools, while <i>Brown II</i> called for desegregation with all deliberate speed. The NAACP chose Rosa Parks, a respected NAACP member, to force the issues of bus desegregation in Montgomery, Alabama. The Montgomery Bus Boycott ended with another landmark Supreme Court ruling in 1956.</p> <p>Answers may suggest that, although the NAACP had much success with its court cases, other methods of action such as peaceful protests, perhaps linked to CORE and other groups, were necessary to change the status of African Americans. Equally, the de jure changes imposed by the Supreme Court were not always carried out immediately, as shown by the two <i>Brown</i> cases.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the extent to which the NAACP was successful, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement. At Level 4 candidates will address the question well, but the selection of material and/or consideration of the focus may lack balance or be less secure. Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by considering the two <i>Brown</i> cases. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places. Level 1 responses 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 protest culture of the 1960s, and the extent to which it promoted the growth of individual freedom in American society.</p> <p>Answers may consider one or more aspects of the culture of protest which pervaded US society in the 1960s. Answers may rely on some features of protest within the context of wider trends.</p> <p>The civil rights movement organised a number of protests with varying degrees of success, including Albany, Birmingham, Selma and Chicago. These activities contributed to civil rights legislation such as the Civil Rights Acts of 1964 and 1968, and the Voting Rights Act of 1965.</p> <p>Young people demanded greater freedoms in the 1960s. The Students for a Democratic Society radicalised many young people by campaigning against the Vietnam War, and by protecting draft dodgers. This encouraged many to join movements such as the women's liberation campaign and Friends of the Earth.</p> <p>A counterculture developed encompassing hippies, anti-war campaigners and feminists, and this movement challenged mainstream American culture through, for example, music and drugs.</p> <p>The women's liberation movement grew in the 1960s and sought to undermine the traditional view of women as mothers and housewives, epitomised in the television programme <i>I Love Lucy</i>. Feminists campaigned for equal rights for women, and made some progress on equality in the workplace. However, traditional attitudes towards women were very slow to change.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the extent to which individual freedom was enhanced, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement. At Level 4 candidates will address the question well, but the selection of material and/or consideration of the focus may lack balance or be less secure. Level 3 answers will attempt analysis with some understanding of the focus of the question. However, the supporting material is likely to be descriptive, lacking in depth and relevance in places, possibly unbalanced and there may be some inaccuracies. At Level 2 will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places. Level 1 responses 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 China's intervention in the Korean War late in 1950, and the extent to which this intervention marked the key turning point in the war.</p> <p>In examining the events of the war, answers may weigh the significance of other possible turning points. During 1950 and 1951 the Korean War was characterised by rapid movement of forces, which might have led to outright victory for either side. North Korea's invasion of June 1950 led to the overrunning of most of South Korea, whose armies were pushed back to the Pusan perimeter. A turning point in the war came when Truman invoked the Truman doctrine and demanded UN intervention. The commander of UN forces, Douglas MacArthur, succeeded in a very risky landing at Inchon in September 1950, and recaptured Seoul. North Korean forces retreated back across the 38th parallel. In October UN forces invaded North Korea and pushed as far north as the Yalu River. Mao Zedong decided on intervention in the war, and in November masses of volunteers poured across the North Korean border, pushed UN forces back and recaptured Seoul. A counter-attack mounted by Ridgeway in February 1951 pushed North Korean and Chinese forces back across the 38th parallel. MacArthur wanted to invade the North once again, but was dismissed by Truman, and the war settled into a stalemate until 1953. Candidates may draw conclusions by assessing the significance as turning points of, for example, UN intervention, the Inchon landing, China's intervention, Ridgeway's counter-attack, and MacArthur's dismissal.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the significance of China's intervention and other relevant points, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement. At Level 4 candidates will address the question well, will address China's involvement in the war and some other points, but the selection of material and/or consideration of the focus may lack balance or be less secure. Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing MacArthur's actions and Chinese intervention. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places. Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p> | 30 |

| Question Number | Indicative content | Mark |
|-----------------|--|------|
| 12 | <p>The question is focused on Nixon's policy towards Vietnam in the years 1969-73, and the extent to which this proved to be remarkably successful.</p> <p>Nixon's victory against Humphrey in 1968 was partly due to the widespread belief that he would find a way of winding down US involvement in Vietnam. In order to achieve this, Nixon pursued two distinct policies, of Vietnamisation and diplomacy. Vietnamisation meant increasing the size of the ARVN to over one million men, and providing it with sufficient military equipment to withstand North Vietnamese attacks. The policy was only partially successful. There were substantial desertions from the ARVN, which never developed into a fully effective fighting force. For example, it was sent into Laos to attack the Ho Chi Minh Trail, but was driven out on meeting fierce resistance. Moreover, instead of reducing US involvement in south-east Asia, Nixon increased it in 1970 with the invasion of Cambodia. This action led Congress to repeal the Gulf of Tonkin resolution, making it increasingly difficult for Nixon to conduct the war.</p> <p>Accompanying the policy of Vietnamisation was Nixon's diplomatic activity with both China and the USSR, aimed at detaching these powers from their traditional support for North Vietnam. Another feature of Nixon's policies was the use of selective force, such as Linebacker and Linebacker II to persuade the North Vietnamese to negotiate an end to the war. Taken together, these policies contributed to the North's decision to agree a peace accord in Paris in 1973.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider Nixon's policies and the extent of their success, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement. At Level 4 candidates will address the question well, will address a number of relevant factors connected with Nixon's policies, but the selection of material and/or consideration of the focus may lack balance or be less secure. Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing some military campaigns and Vietnamisation. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places. Level 1 responses 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 presidential elections of 1984 and 1992, and requires an explanation of why Reagan was re-elected, but his successor George Bush was not.</p> <p>Reagan had beaten Carter convincingly in 1980, and had pursued an active domestic policy during 1981, though the remaining three years of his first term had few achievements to its credit. In 1984, however, he was able to campaign on the fact that the economy was improving significantly, thanks in part to Reaganomics: that he had improved national defences; and that his foreign policy had pursued a strongly anti-Communist line. He impressed many by bringing dignity to the office of president and by his deeply held sense of patriotism. Reagan's support for traditional family values was strongly supported by the religious right in the South, where he won over 70% of the white vote. His Democratic opponent, Walter Mondale, had little charisma, and there were concerns over the fact that his running mate was a woman. Reagan's support from business interests meant that he was able to outspend Mondale during the campaign.</p> <p>In 1992 Bush had significant foreign policy achievements to his credit, notably the liberation of Kuwait from Iraqi occupation. However, the economy was in recession, and Bush made the mistake of campaigning largely on foreign policy issues. His opponent, Clinton, focused strongly on the economy, and criticised Bush for reneging on his promise of 'no new taxes'. Clinton was a skilled and charismatic campaigner, and popular campaign promises such as healthcare and tax cuts were important factors in his victory; while the intervention of Ross Perot took many votes from Bush. Clinton's running mate, Gore, proved far more impressive than Vice President Quayle.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider both campaigns and reasons for their outcomes, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement. At Level 4 candidates will address the question well, will address some reasons for the outcomes of both campaigns, but the selection of material and/or consideration of the focus may lack balance or be less secure. Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by focusing on 1992 at the expense of 1984. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places. Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p> | 30 |

| Question Number | Indicative content | Mark |
|-----------------|--|------|
| 14 | <p>The question is focused on the years 1968 – 2001, and the extent to which the USA achieved a racially tolerant society in these years.</p> <p>There were many factors which contributed to the development of the racially more tolerant society, including the growth of popular and youth culture and the growing tolerance of gay people and minorities in general. African-Americans rose to prominence in many areas of national life, including individual and team sports, popular music, and television and films. Some, such as Colin Powell, attained prominent positions in government and business, and there were many role models for African-Americans such as Magic Johnson, Arthur Ashe, Morgan Freeman and Oprah Winfrey, and singers and groups attached to the Tamla Motown record label.</p> <p>The status of Hispanic and Native Americans was also enhanced. Native Americans abandoned the earlier militancy of red power, and their tribal sovereignty over various lands was increasingly recognised.</p> <p>Chinese and Japanese Americans had experienced severe discrimination after World War II, but over time were increasingly integrated into mainstream America.</p> <p>Racial equality and tolerance were fostered among young people by popular television programmes such as <i>The Simpsons</i>. Answers may note that, despite the growing signs of a racially tolerant society, there were still large pockets of prejudice, notably in the South, where the Ku Klux Klan continued to function. By 2001 there were growing signs of de facto segregation of schools and neighbourhoods in many towns and cities.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the development of racial tolerance and the extent to which it had been achieved, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement. At Level 4 candidates will address the question well, will address some factors connected to racial tolerance, but the selection of material and/or consideration of the focus may lack balance or be less secure. 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. At Level 2 will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places. Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p> | 30 |

