



Mark Scheme

Summer 2017

Pearson Edexcel GCE AS
In History (6HI01) Paper 1D

Paper 1D: A World Divided: Communism and
Democracy in the Twentieth Century

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General Marking Guidance

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

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

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

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

GCE History Marking Guidance

Marking of Questions: Levels of Response

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

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

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

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

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

Deciding on the Mark Point Within a Level

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

Assessing Quality of Written Communication

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

Unit 1: Generic Level Descriptors

Target: AO1a and AO1b (13%)

(30 marks)

Essay - to present historical explanations and reach a judgement.

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

3	13-18	<p>Candidates' answers will attempt analysis and will show some understanding of the focus of the question. They will, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus. Factual material will be accurate but it may lack depth and/or reference to the 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>
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NB: The generic level descriptors may be subject to amendment in the light of operational experience.

Note on Descriptors Relating to Communication

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

Unit 1 Assessment Grid

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

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

Question Number	Indicative content	Mark
1	<p>The question is focused on the collapse of the Qing dynasty in 1911-12, and the extent to which this was caused by the attempts at reform introduced after 1900.</p> <p>Examiners should note that material dealing with the years before 1900 is unlikely to be relevant.</p> <p>In considering the stated factor, answers may note that the impetus to reform was partly a response to the failure of the Boxer rising, and of following encroachments on China's territorial integrity. The principle of extra-territoriality was amended to end the immunity from Chinese laws which foreigners had hitherto enjoyed, and steps were taken to improve administration in border areas. The outdated civil service examinations were abolished, and students were encouraged to go abroad to acquire a Western education. Training and equipment for military units were both modernised. Elections were held in 1909 for four provincial assemblies, and a National Assembly was summoned in 1910. Answers may examine the effectiveness of these reforms. Students and officers became radicalised, and political reforms were too cautious and limited to have much effect.</p> <p>Other reasons for the fall of the Qing include China's financial crisis. The reform programme proved expensive, and was paid for by increased taxes on land, and new taxes on essentials such as tea and salt. Improvements in the railways relied on foreign loans, which sparked a nationalist backlash in the Wuhan uprising. Growing nationalist feeling led to the formation of the Revolutionary Alliance by Sun Yat-sen, which encouraged a growing sense of rebellion among students. Answers may also note the importance of some short-term problems for the Qing, such as the widespread flooding of 1910-11, which forced up food prices.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of relevant points, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 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 CCP victory in the Civil War of 1946-49, and the extent to which poor GMD leadership was responsible for the CCP's victory.</p> <p>In considering the stated factor, answers may note that poor GMD leadership led to serious military and political errors. In the first phase of the war the Nationalists made a serious error in trying to take Manchuria, far from their power bases. GMD military leadership was poor, their armies suffered from low morale, and their ill treatment of the peasants lost them potential support. These mistakes contributed to their inability to hold on to Manchuria in 1947-48, which fell to the PLA thanks largely to the skilful leadership of Lin Biao. The decisive battle of Huai Hai saw many strategic errors by Chiang and his generals. 300,000 Nationalist troops surrendered as GMD resistance north of the Yangtse disintegrated.</p> <p>Other relevant factors which explain the CCP's victory include the GMD's political errors, including their leniency towards collaborators in Nanjing, and their unpopular reliance on the USA. A major factor in the Nationalists' collapse was monetary inflation, which caused the currency to collapse and led to the stockpiling of goods.</p> <p>Other factors explaining the CCP's success are linked to the Civil War. Answers may contrast the leadership on both sides, comparing the confidence of Mao Zedong and Lin Biao with the failure of Chiang Kai-shek to give a clear direction to the GMD at crucial points in the war. The GMD's mistreatment of the peasantry may be contrasted with the CCP's promises of land reform and broad social change.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of relevant points, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 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 Five-Year Plans of 1952-62, and requires a judgement on whether they failed in their attempts to modernise Chinese industry.</p> <p>The first plan was based on the Soviet model and aimed to develop heavy industry, accompanied by some prestige projects such as the bridge across the Yangtse. Although the plan relied on a vast reservoir of unskilled labour, it had substantial achievements to its credit. There was claimed annual growth rate of 9%, and there were major advances in the heavy industries of coal, steel, chemicals and electrical power.</p> <p>The second plan, the Great Leap Forward, was intended to propel the economy from an agricultural base to a sophisticated industrial economy. Heavy industry and huge projects were given priority. However, the second Five-Year Plan failed to achieve its main objectives. State enterprises performed badly as managers were scared of showing any initiative. Backyard furnaces produced useless metal and caused widespread deforestation. There were limited signs of progress until 1960, when Soviet advisers were withdrawn. Once again, the government had very few technical skills among its workforce to draw on, and political interference made it hard for each industry to achieve its target.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of relevant points, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 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 extent to which the communist government improved the lives of the Chinese people in the years 1949-76.</p> <p>Examiners should note that the question spans the whole of the option's chronology, and that a comprehensive answer must not be expected. Answers may access any level of attainment by focusing only on, say, social or economic or political policies. It is important that examiners do not expect answers to cover all, or even most, of the chronology: the quality of the analysis and the range and depth of support will be important in reaching a judgement.</p> <p>The government's social policies may be exemplified with reference to education, women's rights and healthcare. A national system of primary education was planned, with improved secondary education allowing for better access to universities for all. In practice, however, most regions of China created only a basic system of primary education. Mao was a firm believer in women's rights. He promoted the Marriage Law of 1950, and gave women the right to own property, though this was soon undermined in the countryside by collectivisation and the communes. Medical provision spread, though at a fairly basic level.</p> <p>Answers may also note the improvements brought about by both agricultural and industrial change between 1949 and 1957, but then may contrast these with the later failures connected with the Great Leap Forward before reaching some overall judgement.</p> <p>Candidates may also refer to the Hundred Flowers movement and the Cultural Revolution, noting the disruptive effect these policies had on the lives of Chinese people.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of relevant points, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 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 revolutions of 1905 and of February/March 1917, and the extent to which Russia's involvement in wars was the most important factor in causing those revolutions.</p> <p>Answers which consider only one of the two wars may not be marked above low Level 4.</p> <p>In considering the stated factor, answers may refer to the Russo-Japanese war of 1904-1905. Russia had suffered a number of defeats on land and sea, culminating in the disasters at Tsushima and Mukden early in 1905. There followed a number of disorganised mutinies, largely among naval forces, but these were rapidly crushed. Candidates may refer to the domestic impact of the wars, notably the high loss of life. Russia's involvement in war from 1914 was a major contributory factor to the first revolution of 1917: answers may refer to military setbacks and poor leadership, inadequate food and fuel supplies for the cities, and the collapse of morale on the home front.</p> <p>Other relevant factors which contributed to revolution in 1905 include several long-term factors, notably problems in both agriculture and industry, and the growth of opposition parties. Widespread strikes in St Petersburg were linked to the workers' procession on 22 January 1905. The dispersal of this gathering by force marked the start of the 1905 revolution. Answers may also consider some long-term factors which led to revolution in 1917. These might include the personal weaknesses of Nicholas II, and the failure of the Dumas to develop an effective constitutional government.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of relevant points, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 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 is focused on the period between the two revolutions of 1917, and requires an explanation of why the Provisional Government was unable to establish a stable government for Russia in these months.</p> <p>Answers may note the problems which the government faced from the outset. It lacked democratic legitimacy and was created amid the problems and difficulties caused by Russia's involvement in the war. It was forced from the outset to operate a system of dual power, sharing power with the Petrograd Soviet, which soon established a strong hold over the armed forces. The government's early reforms aimed at creating a liberal and democratic Russia at a time when the country faced far more pressing problems, including the supply of food and fuel for the towns, and demands from the peasants for a settlement of the land problem. The government's unpopularity grew with the disastrous failure of the June offensive, and its weak hold on power was demonstrated during the Kornilov affair. Neither Prince Lvov nor Alexander Kerensky provided strong leadership for government and country. The government also failed to establish a rapid timetable for the election of a Constituent Assembly which might have confirmed its legitimacy.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of relevant points, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 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 extent to which Stalin established his control over the government and the people of the USSR in the 1930s.</p> <p>Answers which deal only with government, or only with people, cannot access Level 5.</p> <p>Soviet politics in the 1930s saw the continued growth of Stalin's power and the establishment of his complete dominance over people and government. This process was reinforced by the purges of the 1930s, from the Menshevik trial of 1931 to the Trial of the Twenty-One in 1938. In these years Stalin's political opponents, notably Bukharin, Kamenev and Zinoviev were eliminated, while the Great Terror of 1936-38 affected virtually every family in the country.</p> <p>Stalin's control extended to all aspects of economic life. Answers may refer to the Five-Year Plans, which established state control over industry and the lives of urban workers: while agricultural collectivisation extended state power into the countryside. There may also be some reference to social policies, notably concerning children and women.</p> <p>Answers may also refer to the conformist culture of Socialist realism and the growth of the cults of both Lenin and Stalin, which were enforced by propaganda and education. Candidates may conclude that, by the end of the 1930s, Stalin's hold on government and people was complete.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of relevant points, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 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 German invasion of Russia in 1941-45, and the extent to which Stalin was responsible for the USSR's early disasters and its subsequent triumph in the years to 1945.</p> <p>In considering the stated factor, answers may note the dramatic success of Germany's blitzkrieg during 1941 and of Stalin's failure to provide clear leadership and direction during the early months of the war. His inaction was partly responsible for German forces reaching the outskirts of both Moscow and Leningrad by the end of the year. Thereafter, however, Stalin recovered his nerve and provided a clear political leadership of the country, while at the same time allowing his generals broad freedom of action in responding to the German threat. This policy proved remarkably successful at key points in the war such as Stalingrad and Kursk.</p> <p>Other relevant factors include the fact that many people in the western areas of the USSR welcomed the Germans as liberators, only to change their views when the harshness of German control became clear. Success in the later years of the war may be attributed to a number of factors. These include the USA's lend lease programme, which included vital food provisions: the constant supply of war materials, notably from the relocated factories in the Urals: the high quality of Soviet equipment, notably the T class of tanks; and the mobilisation of the whole population in the war effort.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of relevant points, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 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 changing status of African Americans in the years 1945-55, and the extent to which federal authorities were responsible for that change.</p> <p>In considering the stated factor answers may note the broadly favourable attitude and policies of President Truman, and may refer to the 1947 report <i>To Secure These Rights</i>, the ending of segregation in the armed forces and the promotion of fair employment policies. The role the Supreme Court may be considered. The Court, perhaps influenced by Earl Warren, ruled increasingly in favour of desegregation, notably in the two <i>Brown</i> judgements of 1954 and 1955. Answers may also refer to the varying attitudes of Congress during this period.</p> <p>Other factors may include the fact that African American consciousness was influenced by anti-fascist propaganda during the war which called for freedom, equality and the destruction of Nazi racism, and many supported the Double V campaign during and after the war. The northern migration had led to greater urbanisation and good job opportunities, which combined to promote a more activist outlook; and there was less open discrimination and segregation in the north. African Americans were aware overall of the significant contribution which they had made to the defeat of Germany and Japan.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of relevant points, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 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 King’s work within the civil rights movement in the years 1955-68, and requires a judgement on the extent to which his policy of peaceful protest was successful.</p> <p>Answers may note the success of King’s leadership during the year-long Montgomery Bus Boycott of 1955-56, and his emergence as a national figure. Peaceful protest also had its successes in the Greensboro protest of 1960, the Freedom Rides in 1961, and the campaign in Birmingham, Alabama in 1963.</p> <p>Thereafter, successes proved hard to come by. The campaign in Albany of 1961 had already failed, and King found it difficult to carry out successful protest campaigns in the North, where African Americans had a different culture and traditions from those in the South. Answers may refer to Selma in 1965, Chicago in 1966, and the Poor People’s campaign of 1968 as evidence of King’s less successful campaigns.</p> <p>In reaching a judgement, candidates may point to the differences between north and south. In the South, King’s campaign was focused on equality and the rights of African Americans. In the north, his campaigns were often aiming to achieve economic change, which was a far more ambitious objective.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of relevant points, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 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 US intervention in the affairs of south-east Asia in the years 1950-63, and requires a judgement on the extent to which US involvement in the region changed over time.</p> <p>Answers may place the period into context by referring to the events of 1949. The Elysée Accords led to US support for France against the Viet Minh in Vietnam; and the CCP's seizure of power in China threatened to destabilise the whole region, and raised the possibility of Chinese and Soviet support for Ho Chi Minh.</p> <p>In the years 1950-54 the USA spent \$3 billion supporting France against the Viet Minh. The French collapse at Dien Bien Phu in 1954 ended French power in the region. The Geneva Accords brought peace to Vietnam, partitioned the country at the 17th parallel, and established the independence of Laos and Cambodia.</p> <p>President Eisenhower, who believed in the domino theory, was concerned that the peace might soon unravel, and decided on increased US involvement in the region. He gave financial, military and diplomatic support to the corrupt and unpopular Diem regime in South Vietnam: by 1960 there were 1500 US military personnel in the country. The USA was also involved in the creation of SEATO, a defensive alliance to protect its members which also had the general aim of containing communism in the region.</p> <p>Kennedy's brief time in office saw even greater involvement in South Vietnam. The number of US military personnel increased to around 17,000 and, like Eisenhower before him, Kennedy felt compelled to prop up the increasingly brutal Diem regime.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of relevant points, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 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 the ending of US involvement in Vietnam in the years 1969-73, and requires an explanation of why the US government was able to achieve this objective.</p> <p>Answers may refer to Nixon's election in 1968, and the promise he made in his campaign to try and secure "peace with honour". By 1969 broad support for the war which had underpinned Johnson's policies was weakening. Massive expenditure on the war had wrecked Johnson's Great Society programme and was affecting the US economy. There was also growing dissent within Congress, and opposition in the press and television.</p> <p>Nixon had become convinced that the war in Vietnam could not be won, and his election victory meant that he was able to carry out his policy of winding down US involvement as rapidly as possible. The policy of Vietnamisation led to a fall in troop numbers from 550,000 in 1969 to 20,000 in 1972. Although Nixon realised that the ARVN would be unable to hold back the North Vietnamese in the long term, he was unwilling to prolong US involvement. Answers may also note Nixon's diplomacy with China and the USSR, and Kissinger's attempts to negotiate a peace with the North that would be acceptable to US opinion, were both significant factors in the ending of the war.</p> <p>Answers may note that diplomatic activity was backed up by some intense military actions such as the Linebacker raids. Nixon's landslide re-election in 1972 gave him the mandate which made him able to push the conclusion of the Paris peace accords of 1973.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of relevant points, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 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 1972 and 1996, and requires an explanation of why Nixon and Clinton gained re-election so convincingly.</p> <p>Answers which deal only with one president cannot access Level 5.</p> <p>Much of Nixon's first term was taken up with the Vietnam War. Although he had promised "peace with honour" in the 1968 campaign, his first term had seen a significant escalation of the war which caused him a loss of popularity, especially among the young. However, the policy of Vietnamisation resulted in the withdrawal of large numbers of US troops by 1972, and Kissinger's diplomacy was largely responsible for the successful peace talks at Paris. Nixon created a broad coalition of support through his Southern strategy and his promotion of law and order, notably his suppression of the Black Panthers. His promotion of family values appealed especially to women voters. His Democratic opponent, McGovern, advocated the legalisation of drugs and abortion, policies which were very unpopular among the Religious Right.</p> <p>Clinton had proved to be a skilled and charismatic campaigner in 1992, and these qualities were to the fore again in 1996. The US economy, which had been faltering in 1992, had grown considerably during Clinton's first term. In 1996 he was identified with the more conservative wing of the Democratic party, and was fortunate that his Republican opponent, Dole, mounted an unconvincing challenge.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of relevant points, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

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14	<p>The question is focused on the changing status of ethnic minorities in the years 1968-2001, and the extent to which popular sports and celebrity culture were responsible for this change.</p> <p>Answers which deal with only one of the points made in the question cannot access Level 5.</p> <p>Answers may note that sport and popular culture changed the status of African Americans more than any other minority. Some individuals dominated various sports, such as Mohammed Ali, Arthur Ashe, Magic Johnson and Michael Jordan. African Americans also came to prominence in team sports such as basketball and American football. African Americans had influenced popular culture for many years before the late 1960s, and became even more important during the stated period. Popular music was dominated by artistes such as the Supremes, Stevie Wonder and Aretha Franklin and other musical styles such as R&B, Blues and Hip-hop attracted large and enthusiastic followings. Many African Americans became prominent in television and films, such as Morgan Freeman and Whoopi Goldberg. While the influence of Latin Americans in sport was only limited, several individuals, such as Luis Miguel, Enrique Yglesias and Ricky Martin, rose to prominence through their performance of Latin American music in the 1990s.</p> <p>Other factors which helped change the status of ethnic minorities include the growing acceptance of the Civil Rights Acts of the 1960s, which promoted appointments to high-level positions in politics, the law and many leading businesses. The growing integration of schools helped in the easing of racial tension. Answers may note that Native American Indians improve their status largely through their own efforts in achieving self-determination.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of relevant points, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30