



Mark Scheme

Summer 2017

Pearson Edexcel GCE
In History (6HI03) Paper C

Unit 3
Paper 3C: The United States: Challenged and
Transformed

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General Marking Guidance

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

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

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

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

GCE History Marking Guidance

Marking of Questions: Levels of Response

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

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

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

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

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

Deciding on the Mark Point Within a Level

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

Assessing Quality of Written Communication

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

Unit 3: Generic Level Descriptors

Section A

Target: AO1a and AO1b (13%)

(30 marks)

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

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

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

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

Note on Descriptors Relating to Communication

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

Section B

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

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

AO1a and AO1b (16 marks)

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

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

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

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AO2b (24 marks)

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

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

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

Unit 3 Assessment Grid

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

Section A

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

Question Number	Indicative content	Mark
1	<p>This question requires candidates to assess the economy of the Southern states in terms of how 'prosperous' and 'well-developed' it was. Candidates should know about the key features of the Southern economy in the years to 1860, including the impact of improved transportation, the growth in number of steamships and the railway network. They should, in addition, be aware of the nature of the Southern economy in terms of the importance of crops like cotton, tobacco, sugar and rice and their contribution to the exports of the USA (at least 50%). Thus, by 1860, the South was indeed remarkably prosperous with exports of raw cotton dominating the world markets. On the other hand, this new found prosperity also accounts for Southern resistance to change and modernisation which, in turn, limited further economic development. There was no incentive to industrialise. In assessing 'prosperous' and 'well-developed' candidates may choose to make comparisons with the economy of the North, although this is not a requirement. There was growing discontent about tariffs imposed by the federal government on imported goods, which appeared to benefit the North at the expense of the South. Further, the South was dependent on the North for finance and credit, for markets for their agricultural products and on Northern vessels to transport cotton exports. Therefore, in many respects the North gained financially at the expense of the South. Finally, by 1860, the Southern economy appeared to be falling behind that of the North. The South accounted for 35% of the population, but only produced 10% of the nation's manufactured output. The North had twice as much rail track as the South. The Southern labour force was dominated by agriculture, 82% compared to 68% in the North. A greater percentage of the population lived in towns in the North.</p> <p>At Level 5, 'how far' the candidate agrees with the proposition will be explicitly addressed and sustained. The answer will be well informed and the well-selected information will be used to offer a sustained evaluation of the quotation in which the criteria for 'prosperous' and 'well-developed' are explicitly explored. At Level 4, there will be analysis about the economy and some attempt to reach a reasoned judgement on how far it was 'both prosperous and well-developed'. At Level 3, candidates should provide some broad analysis related to the Southern economy but the detail may be hazy in places and/or the material unbalanced chronologically or thematically. At Levels 1 and 2, candidates offer simple or more developed statements about the Southern economy and how successful it was, with either implicit reference to 'both prosperous and well-developed' or argument based on insufficient evidence.</p>	30

Question Number	Indicative content	Mark
2	<p>Candidates should know about and assess the measures introduced during the Reconstruction period (1865-77) which were designed to enhance the status of African-Americans. At the outset, the prospect of improvement was contained in the Emancipation Proclamation (1863) and the Thirteenth Amendment (1865). Candidates will then need to assess the success or failure of Reconstruction measures which were intended to raise the status of African-Americans. These may include: the Freedman's Bureau Act (1866) and the creation of higher education institutions e.g. Howard and Fisk Universities in 1866-67; the Civil Rights Acts of 1866 and 1875; the Thirteenth, Fourteenth and Fifteenth Amendments which became law between 1865 and 1870; the Enforcement Acts of 1870, 1871 and 1872. The success/failure of these initiatives can be assessed in a variety of ways including: literacy rates and educational opportunities among ex-slaves; the extent of political representation for African-Americans; the reuniting of African-American families; the level of white discrimination and violence against African-Americans during Reconstruction e.g. KKK; the imposition of repressive 'black codes' in southern states; employment opportunities for ex-slaves and the emergence of the civil rights movement.</p> <p>At Level 5, 'how far' the candidate agrees with the proposition will be explicitly addressed and sustained. The answer will be well informed, with well selected information and a sustained evaluation in which the criteria for 'improved significantly' are explicitly explained. At Level 4, there will be analysis of the 'improved' status of African-Americans under Reconstruction and the success/failure of measures with some attempt to reach a reasoned judgement on 'how far'. At Level 3, students should provide some broad analysis relating to 'improved' status but the detail may be lacking in places and/or the material unbalanced chronologically or thematically. At Levels 1 and 2 candidates offer simple or more developed statements about Reconstruction measures with either only implicit reference to improved status or argument based on insufficient evidence.</p>	30

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

Question Number	Indicative content	Mark
3	<p>Candidates should have knowledge of and assess the factors promoting the economic boom of the 1920s in the USA. Features which suggest that Republican government policies were primarily responsible for economic prosperity might include: Republican support for laissez-faire economics; the impact of the Fordney- McCumber Tariff Act (1922); revenue acts (1921-26) which cut surtax from over 50 per cent to 20 per cent; Mellon's favourable tax policy towards the wealthy and the big corporations; reduced regulation of business by the Federal Trade Commission; state and Congressional action against trade unions which favoured business interests. Candidates should also assess the relative importance of other factors which may include: the development of business management e.g. the growing popularity of 'Taylorism' or 'scientific management'; the growth of large corporations which provided economies of scale and business integration e.g. by 1929 16 holding companies controlled 90 per cent of US electricity production; the largest 200 corporations controlled 20 per cent of US wealth and, through discount purchasing and research and development, they offered cheaper and better products; advertising became more developed through technological innovations such as the radio and the cinema; new high-pressure selling techniques e.g. Bruce Barton were also used; the economic impact of the First World War; the 'Ford revolution' in car manufacture for the mass market and the strategic importance of the car industry for the US economy (which accounted for 7% of all US industrial workers and 9% of industrial wages); the availability of easy credit and hire purchase etc.</p> <p>At Level 5, 'how far' the 1920s US boom was due to Republican government policies will be central in an answer which will be well informed with well selected information and a sustained analysis. At Level 4, there will be analysis of the causes of the boom with some attempt to reach a reasoned judgement on 'how far'. At Level 3, students should provide some broad analysis related to the extent the boom was due to Republican government policies but the detail may be hazy in places and/or the material unbalanced chronologically or thematically. At Levels 1 and 2 candidates will provide either only simple or more developed statements about the economic boom of the 1920s with either only implicit reference to government policies or argument based on insufficient evidence.</p>	30

Question Number	Indicative content	Mark
4	<p>Candidates should have knowledge of and assess the impact the Supreme Court and the US business sector had on the New Deal in the 1930s. Features which suggest they did mount an effective challenge might include: the Supreme Court had a major impact by declaring 11 measures unconstitutional and provoking Roosevelt's ill-fated 'court packing' plan which contributed to the New Deal's loss of momentum; opposition from business interests hostile to Roosevelt's interventionist approach was also influential, e.g. the owners of US Steel helped to finance the successful legal challenge against the NRA and pressure from holding companies persuaded Congress to pass a watered down Public Utility Holding Company Act (1935). Features which suggest that they did not mount an effective challenge to Roosevelt's New Deal might include: many elements of the NRA and the AAA (declared unconstitutional by the Supreme Court in 1935-36) were later incorporated into the 'Second' New Deal and the 1938 Agricultural Adjustment Act; after 1936 the Supreme Court upheld New Deal measures e.g. the Wagner Act in 1937, one dissenting Justice became pro-New Deal and retirements enabled Roosevelt to appoint sympathetic judges; not all industrialists adopted an anti-New Deal stance e.g. movie mogul Jack Warner and Walter Teagle of Standard Oil; the limits of business opposition was revealed during the 'Second' New Deal when Roosevelt steered to the left with measures dealing with social security, rural electrification and fair labour standards.</p> <p>At Level 5, candidates should provide sustained analysis related to the extent to which the Supreme Court and the US business sector mounted an effective challenge to the New Deal in the 1930s. 'How far' will be central in an answer which will be well informed with well selected information and a sustained evaluation. At Level 4, there will be analysis of the extent of the challenge to the New Deal with some attempt to reach a reasoned judgement on 'how far'. At Level 3, candidates should provide some broad analysis related to the extent to which the Supreme Court and business sector mounted a challenge but the detail may be undeveloped in places and/or the material unbalanced chronologically or thematically. At Levels 1 and 2, candidates will provide either only simple or more developed statements about the New Deal with either only implicit reference to judicial or business opposition, or argument based on insufficient evidence.</p>	30

Section B

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

Question Number	Indicative content	Mark
5	<p>The question focuses on the issue of Lincoln's presidential victory in 1860 as the primary cause of the American civil war. Source 1 supports the idea that the result of the 1860 presidential election was the catalyst for civil war. According to the author, Lincoln's election led to exaggerated Southern fears that the 'peculiar institution' was under attack and could only survive if slavery was extended into new territories. In contrast, Source 2 argues that the civil war was due to an economic clash between Northern and Southern elites. It maintains that the conflict flowed, not specifically from slavery, but rather from Southern leaders' opposition to the Northern elite's vision of economic expansion (which included a free market, free labour, a US bank, and protective tariffs for manufacturing industry). Source 3 contends that slavery was the fundamental reason for the conflict. It maintains that slavery lay at the very core of the South's identity and culture, and encouraged a form of nationalism which by 1859-60 was ready to break away from the Union. Candidates should be aware that the three sources offer several cross-referencing opportunities e.g. the impact of Lincoln's election in 1860, the divisive issue of slavery etc.</p> <p>Candidates' own knowledge of developments in the 1850s and in 1860-61 should be added to the source material and might include: the Lincoln-Douglas debates (1858) led to southern concerns that Lincoln was an abolitionist; the reaction in the South to Lincoln's victory in 1860 which was based entirely on the Northern states and 40 per cent of the popular vote; the economic/social differences between the North and South e.g. over tariffs and taxation, use of slave labour, level of industrialisation, literacy rates, social mobility; the context of growing sectionalism in the 1850s e.g. the Kansas-Nebraska Bill (1854), 'Bleeding Kansas', the emergence of the Republican Party, the Dred Scott case (1857), John Brown's action at Harper's Ferry (1859); the phased nature of the secession (1860-61); the failure to find a compromise e.g. Buchanan's reluctance to take a lead, rejection of the Crittenden proposals, the unsuccessful Peace Convention at Washington; the Fort Sumter incident and the response of the Upper South (1861).</p> <p>At Level 5, candidates will present a reasoned judgement about the role played by Lincoln's election as president in 1860. Here the response will be informed by precisely selected evidence from both sources and own knowledge. At Level 4, there should be at least some attempt to discuss the extent to which Lincoln's victory led to conflict in 1861. Here, there will be confident use of the presented sources and good understanding of the issues under debate. At Level 3, a clear conclusion about the reasons for the Civil War will be offered and the sources will be used with some confidence. At Levels 1 and 2, most candidates will see differences in the arguments produced by the sources and at Level 2 link to own knowledge for valid statements.</p>	40

Question Number	Indicative content	Mark
6	<p>The question focuses on the issue of inferior political leadership in the Confederacy's defeat in the civil war. Source 4 gives candidates material to support the view that the Confederacy lost the Civil War mainly because of inferior political leadership. This was revealed by the Southern government's problems concerning the divisive issue of states' rights, the fear of a Richmond 'tyranny', and the evident political limitations of Jefferson Davis. In contrast, Source 5 emphasises that Lincoln's political and military talents played a key role in Northern success. Lincoln, for example, demonstrated political acumen by keeping the border states in the Union in 1861 and realised the military advantage of direct offensives against the Confederate forces. The view that the Union's superior economic strength was an important factor in explaining Confederate defeat is put forward in Source 6. In particular, the extract points out that the North had a larger population, a much bigger industrial base, and a better developed financial structure. Candidates should note that the sources can be cross-referenced on various issues e.g. Davis's limitations as a political leader, state-government divisions in the South, and Lincoln's greater authority.</p> <p>Candidates' own knowledge of other reasons for the Confederacy's defeat in the Civil War should be added to the sources and may include: the contrasting political leadership of Jefferson Davis and Abraham Lincoln; on balance, the South had less effective ministers; states' rights and the fear of provoking internal dissent adversely affected the Confederate war effort; the Southern economy was not as well managed as the North's; finance was more easily raised in the North; the North's significant material advantages e.g. larger population, more industry and the South's inability to resource a modern war contributed to the Confederacy's defeat; superior Northern military morale and the North's ability to crush Southern resistance bred Confederate defeatism; Grant and Sherman's concept of total war and their determination to take the fight to the Confederacy; poor military leadership of the Western Confederate armies.</p> <p>At Level 5, candidates will sustain their argument about the relative importance of inferior Confederate political leadership in explaining Southern defeat on the basis of precisely selected evidence from both sources and own knowledge. For Level 4, look for analysis of the relative merits of the various arguments. There should be at least some attempt to discuss the extent to which the Confederate political leadership was responsible for the South's defeat. Level 3 answers will reach a conclusion probably recognising that the argument is not all about inferior Southern political leadership and clearly recognising that the sources give different interpretations. Sources will be used with some confidence. At Levels 1 and 2, most candidates will see differences in the arguments produced by the sources and at Level 2 link to own knowledge for valid statements.</p>	40

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

Question Number	Indicative content	Mark
7	<p>The question focuses on the issue of the unequal distribution of wealth as the main cause of the US economic downturn in 1929. Source 7 supports the statement in the question by emphasising that negative economic effects flowed from productivity and profits increasing at a greater rate than wages in the USA during the 1920s. The ensuing unequal distribution of wealth in US society, the extract argues, led to under-consumption, over-saving and stock speculation. In contrast, Source 8 outlines the argument that international debts and reparations stemming from the First World War, coupled with increasing use of tariffs and import quotas, contributed to growing economic instability in the USA in 1929. Finally, Source 9 offers a wider causal perspective on the economic downturn by noting the impact of a range of factors such as the lack of domestic purchasing power, European economic problems after 1918, the US government's tax policies and the failure to regulate the stock market.</p> <p>Candidates' own knowledge of developments leading to the onset of the Great Depression should be added to the evidence of the sources and may include: under-consumption and over-production linked to the unequal distribution of wealth in US society; the contribution of speculation in shares and land to US economic instability in the 1920s and the impact of the Wall Street Crash; Republican economic policies in the 1920s – low taxes, little regulation of business, failure to aid farming, low capital gains tax; weakness of the US banking system; underinvestment; the role of the Federal Reserve e.g. its initial 'loose money' policy which fuelled the speculative boom followed by the restriction of the money supply; the problems of the international economy based on war debt repayments, tariffs and trade imbalances; the fall in commodity prices globally due to overproduction and the subsequent depression in the primary sectors of the world economy including those of the US; US policy e.g. tariffs, an inflexible attitude to war debt repayments exacerbated the economic problems by making it more difficult for European nations to buy American products.</p> <p>Level 5, candidates will offer a sustained evaluation of the relative importance of key factors with some concentration on the role played by the unequal distribution of wealth, using precisely selected evidence and own knowledge. At Level 4, there should be at least some attempt to discuss the relative importance of the unequal distribution of wealth and other factors (e.g. international economic problems, the impact of government policy) on the basis of confident use of the presented sources and good understanding of the issues under debate. At Level 3, a clear conclusion will be reached about the reasons for the 1929 economic downturn in the USA and the sources will be used with some confidence. At Levels 1 and 2, most candidates will see differences in the arguments produced by the sources and draw basic conclusions. Level 2 answers should include some own knowledge.</p>	40

Question Number	Indicative content	Mark
8	<p>The question focuses on the issue of the extent to which the New Deal merely enabled the US population to survive the Depression. Source 10 supports the argument that, in the years 1933-41 the New Deal merely enabled the US population to survive the Depression. According to the author, Roosevelt's measures enabled the USA to survive the Depression years and so be in a position to take advantage of the economic opportunities offered by the Second World War. Source 11 offers a more pessimistic view of the New Deal in the period up to 1941 by claiming that it failed to achieve its economic objectives. The extract maintains that unemployment remained stubbornly high and production below 1929 levels for most of the 1933-39 period with only 1937 providing a temporary respite. It concludes that the US recovery between 1939 and 1941 was driven, not by the New Deal, but by the economic stimulus of wartime demand. Source 12 clearly implies that the New Deal did much more than enable the US population to survive the Depression since it argues that in the years 1933-39 the US economy 'expanded strongly'. This extract gives an optimistic assessment of the New Deal's economic impact by stressing the growth of GNP, industrial production, the stock exchange and employment. Candidates should be aware that the three sources offer several cross-referencing opportunities e.g. the New Deal record on unemployment (with conflicting figures given in Sources 11 and 12), the extent of recovery in the 1930s and the economic impact of World War Two in the years 1939-41.</p> <p>Candidates' own knowledge of the impact of the New Deal between 1933 and 1941 should be added to the source material and might include: the record of the 'alphabet agencies' e.g. the CCC, FERA, PWA, NRA and the impact of other measures affecting particular groups such as farmers, workers, women and black Americans e.g. New Deal agricultural measures mainly assisted wealthier farmers and NRA over-regulation hampered recovery and damaged some business owners; the New Deal record on unemployment – 7 million in 1937 rising to 10 million in 1938; the effectiveness of the American 'welfare state' created by the Wagner, Revenue and Social Security Acts (1935); the relative economic importance of rearmament and wartime demand (1939-41).</p> <p>At Level 5, candidates will present a reasoned judgement about whether the New Deal merely enabled the US population to survive the Depression. Here, the response will offer a sustained evaluation informed by precisely selected evidence from both sources and own knowledge. At Level 4, there should be at least some attempt to discuss whether the New Deal merely enabled the US population to survive the Depression. Here, the response will be based on the confident use of the presented sources and good understanding of the issues under debate. At Level 3, a clear conclusion about the impact of the New Deal on US society will be offered and the sources will be used with some confidence. At Levels 1 and 2, most candidates will see basic differences in the arguments produced by the sources and at Level 2 link to own knowledge for valid statements.</p>	40

