

Mark Scheme (Results)

Summer 2012

GCE History (6HI01/D)

Unit 1: Historical Themes in Breadth

Option D: A World Divided:

Communism and Democracy in the  
20<sup>th</sup> 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><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 1: 3-4 marks</b> As per descriptor</p> <p><b>High Level 1: 5-6 marks</b> 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><b>Low Level 2: 7-8 marks</b> The qualities of Level 2 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 2: 9-10 marks</b> As per descriptor</p> <p><b>High Level 2: 11-12 marks</b> 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 mostly accurate but it may lack depth and/or reference to the given factor.</p> <p><b>Low Level 3: 13-14 marks</b> The qualities of Level 3 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 3: 15-16 marks</b> As per descriptor</p> <p><b>High Level 3: 17-18 marks</b> 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><b>Low Level 4: 19-20 marks</b> The qualities of Level 4 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 4: 21-22 marks</b> As per descriptor</p> <p><b>High Level 4: 23-24 marks</b> 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><b>Low Level 5: 25-26 marks</b> The qualities of Level 5 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 5: 27-28 marks</b> As per descriptor</p> <p><b>High Level 5: 29-30 marks</b> 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
<b>Total Marks</b>	<b>60</b>	<b>60</b>
<b>% Weighting</b>	<b>25%</b>	<b>25%</b>

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

Question Number	Indicative content	Mark
1	<p>The question is focused on the success of the GMD government in the years 1927-34, and on the contribution which effective leadership made to that success.</p> <p>In considering the stated factor answers may note that by 1927 Chiang had emerged as leader of the GMD after the party splits of the previous year. The GMD had virtually defeated the warlords by 1928, reunified most of China, and had established a one-party state under Chiang's personal dictatorship. Chiang's leadership was essential to the GMD. He dominated government, secured strong links with the army, and was ruthlessly efficient and hard working. Under his leadership China achieved political stability and some significant economic development. Electrification of much of the country was undertaken, and there were steps taken to improve the infrastructure, notably the railways and airlines. However, despite Chiang's direction of affairs, educational provisions remained poor and taxes were difficult to collect. Perhaps most importantly, the encirclement campaigns against the CCP had not achieved Chiang's aim of destroying the party.</p> <p>Other factors influencing GMD success include the restoration of stability after the chaos of 1912-26, and the importance of commercial interests in economic development, the New Life Movement, and the development of communications, including radio.</p> <p>Answers at Level 5 will have a secure focus on the question, will address GMD leadership along with some other relevant factors, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement. At Level 4 candidates 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. Level 3 answers will attempt analysis with some understanding of the focus of the question, perhaps by considering some policies carried out by Chiang Kai-shek. 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 civil war of 1946-49, and the importance of Mao Zedong in the CCP victory.</p> <p>In considering the stated factor answers may note that, for over two years during the civil war, the CCP relied on guerrilla tactics; Mao had developed an understanding of the importance of guerrilla warfare between 1937 and 1945 and his colleagues deployed it effectively during the civil war. For the last year of the war full scale battles between the GMD and CCP were the norm, including the decisive battle of Huai Hai. However, military victory in the war was due more to the PLA and the outstandingly able in Biao than to Mao, whose contribution to military success was largely indirect, and was political rather than military. He provided the general framework and strategy and left his generals alone to focus on tactics. Mao's contribution was also significant among most of China's social classes. He widened the party's support overall, and the PLA's restrained behaviour towards the peasants gave the CCP great support in the countryside.</p> <p>Other factors contributing to the outcome of the civil war include the poor leadership of the GMD and the weakening morale of their soldiers; their declining national support; and economic dislocation caused by high inflation.</p> <p>Answers at <b>Level 5</b> will have a secure focus on the question, will address Mao's leadership along with some other factors, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement. At <b>Level 4</b> candidates 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. <b>Level 3</b> answers will attempt analysis with some understanding of the focus of the question, perhaps by considering the events of 1946-49. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies. At <b>Level 2</b> will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places. <b>Level 1</b> 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 agriculture and village life, and on the extent to which these were transformed in the years 1949-62.</p> <p>It is not essential for candidates to address agriculture and village life separately: they are likely to be considered together.</p> <p>The Communist Party moved quickly to establish its control over agriculture. The Agricultural Reform Law confiscated landlords' estates and transferred land to the peasants. However, this popular policy was soon 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 completely. The rapid introduction of the communes, coupled with the promotion of the fraudulent crop theories of Lysenkoism, contributed to the famine of 1959-62. Village life, which was based on traditional Chinese culture evolved over centuries, also experienced dramatic change imposed from above. The communes abolished private plots of land and the private ownership of animals, peasants ate in refectories rather than in their homes, and children were looked after while their mothers worked the land. The effect was a substantial attack on village and family life, furthered by attacks on religious practices, notably in Tibet.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the extent to which agriculture and village life were transformed, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement. At Level 4 candidates 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. For example, Hastings is likely to be considered in more detail than Stamford Bridge. Level 3 answers will attempt analysis with some understanding of the focus of the question, perhaps by considering collectivisation. 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 destruction of traditional Chinese culture in the years from 1966, and the extent to which this was the main effect of the Cultural Revolution.</p> <p>There are many reasons why Mao launched the Cultural Revolution, which are linked to its effects. He wanted to preserve his own power and destroy his political opponents, break the power of the bureaucracy and completely remould Chinese society and culture. The Red Guards were terrifyingly destructive. Temples, shrines and works of art were all destroyed, including 5000 sites of historical interest in Beijing. Vandalism was especially high in Qufu province, where Confucianism was strong; paintings, books, statues and graves were all attacked. Minority cultures, including those of Mongolia and Tibet, were strongly targeted. The traditions of obedience to parents and teachers were replaced with insults and abuse.</p> <p>Other effects of the Cultural Revolution include the collapse of economic activity and the closure of schools and universities. Estimates of the death toll during these years range from 750,000 to over 3 million. The political effect of the Cultural Revolution were the strengthening of Mao's control over the CCP and the increasing militarisation of politics.</p> <p>Answers at Level 5 will have a secure focus on the question, will address the destruction of traditional Chinese culture and other consequences of the Cultural Revolution, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement. At Level 4 candidates 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. Level 3 answers will attempt analysis with some understanding of the focus of the question, perhaps by noting the destructive actions of the Red Guards. 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 fall of the Romanovs in February/March 1917 and the extent to which Nicholas II was responsible for the end of the dynasty.</p> <p>Ever since his accession in 1894 Nicholas had been perceived as a weak and talentless ruler, dominated by his wife Alexandra. His obstinate refusal to modify Tsarist autocracy had contributed to the outbreak of the 1905 revolution, and to the weaknesses of the Duma system established in 1906. His decision to appoint himself Commander-in-Chief in 1915 meant that he became personally responsible for all the subsequent military setbacks, and left the government of the country in the hands of his wife and Rasputin.</p> <p>Other factors which led to the February/March revolution include the failure to provide sufficient food and other supplies for the cities, and the devastating effects of high inflation. Failures in the field affected morale, which rapidly collapsed in 1917. Demonstrations in Petrograd in January and February 1917, especially International Women’s Day, led to the defection of sections of the armed forces and the rapid collapse of Tsarism. Unlike 1905, traditional supporters of the Tsar, including the army and the Dumas, did nothing to prevent that collapse.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the role of Nicholas II and some other relevant factors, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement. At Level 4 candidates 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. Level 3 answers will attempt analysis with some understanding of the focus of the question, perhaps by considering Nicholas II's personal shortcomings. 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 is focused on the survival of the Bolshevik government in the years 1917-24, and the role of Trotsky's leadership of the Red Army in ensuring its survival.</p> <p>Trotsky formed the Red Army in 1918 to counter the threat which the Whites and foreign intervention posed to the survival of the regime. By 1921 it was five million strong and had become an effective fighting force thanks to its strong leadership. Trotsky was prepared to use Tsarist officers of proven quality to lead his men, and provided powerful leadership by touring all the fronts in his armoured train. Consequently the Red Army achieved success on all fronts, especially in 1919, against the forces of Denikin, Kolchak and Yudenich. Trotsky's leadership also proved vital during the Kronstadt rising.</p> <p>Other factors which contributed to Bolshevik survival include the role of Lenin. He outwitted the Socialist Revolutionaries in January 1918 by dissolving the Constituent Assembly, and his policy of War Communism provided essential food and supplies for the troops. He was prepared to use brute force to suppress the Kronstadt mutiny, but was flexible enough to address their key grievance by introducing the New Economic Policy. Lenin also promoted the idea that the Bolsheviks were fighting a patriotic war against Russia's domestic and foreign enemies.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider Trotsky and the Red Army and other relevant factors, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement. At Level 4 candidates 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. Level 3 answers will attempt analysis with some understanding of the focus of the question, perhaps by considering some events of 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 requires an explanation of why Stalin's opponents could not prevent him from succeeding Lenin by 1929.</p> <p>The personalities of the principal contenders played their part after 1924. Trotsky was seen as aloof from everyday politics, and neither he nor Bukharin had built up a secure power base within the party. Kamenev and Zinoviev did not seem to possess the driving ambition needed to succeed Lenin. The suppression of Lenin's Testament, which suggested replacing Stalin, and the ban on factions of 1921, both worked in Stalin's favour. There was also a major ideological battle over the future of NEP. Bukharin and the rightists favoured the slow industrial growth of NEP and suggested that it should last for some time. Trotsky and the left sought an immediate break with NEP and rapid industrialisation. Stalin's position was deliberately unclear. He sided with the right over NEP in order to eliminate the threat from Trotsky, and then abandoned NEP completely as part of his assault on the right. Many ordinary citizens, wearied by almost two decades of revolution and war, supported Stalin's Socialism in One Country rather than Trotsky's apparently reckless promotion of Permanent Revolution.</p> <p>Answers at Level 5 will have a secure focus on the question, will address Stalin's triumph by 1929, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement. At Level 4 candidates 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. Level 3 answers will attempt analysis with some understanding of the focus of the question, perhaps by considering some of the shortcomings of Stalin's opponents. 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 agricultural collectivisation in the years 1928-41, and requires a judgement on the extent to which it improved Soviet agriculture.</p> <p>Collectivisation arose out of the grain procurement crisis of 1927-29. It involved the ending of private farming, the forcing of peasants into collective farms, and the destruction of the kulaks as a class in the countryside. The initial results were chaotic and devastating for agriculture, as the peasants resisted the dramatic changes imposed on them by burning their crops and slaughtering their animals. Millions of kulaks, often the best farmers in the village, were deported to Siberia. The remaining peasants had no incentives to work hard, and so productivity declined sharply. During the period of collectivisation the amount of grain harvested fell slightly before recovering, but the number of farm animals collapsed. There was widespread famine in 1932, most notably in the Ukraine.</p> <p>Answers may note some positive outcomes of collectivisation, including the exporting of socialism to the countryside, the development of Machine and Tractor Stations, and the provision of a more stable supply of food to the burgeoning industrial proletariat.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the extent to which collectivisation improved Soviet agriculture, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement. At Level 4 candidates 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. Level 3 answers will attempt analysis with some understanding of the focus of the question, perhaps by considering some of the destructive aspects of collectivisation. 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 decade after World War Two, and on whether only limited progress was made in improving the status of African Americans.</p> <p>During the war the Northern migration had opened up greater job opportunities for African Americans, and there was less institutionalised racism in northern states. Truman's 1947 commission To Secure These Rights highlighted substantial racial discrimination, persuading Truman in 1948 to end discrimination in the armed forces and to promote fair employment. Campaigns for voter registration in the south increased the number of African Americans on the voting registers to around 12% by 1947. The Supreme Court intervened directly to end discrimination and segregation in education with the two Brown judgements in 1954 and 1955. Despite these advances both Congress and public opinion were opposed to improvements in the status of African Americans. President Eisenhower, elected in 1952, supported gradual and limited change over time and was unprepared to address African American issues directly. Segregation remained strong in the southern states, and the Ku Klux Klan remained an organisation of menace. The climate of mistrust fostered by McCarthyism hampered the work of campaigning bodies such as the NAACP.</p> <p>Examiners should note that the Montgomery Bus Boycott began in December 1955, but most of the events connected with it are outside the timescale of the question.</p> <p>Answers at <b>Level 5</b> will have a secure focus on the question, will address the extent to which the status of African Americans changed in the years 1945-55, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement. At <b>Level 4</b> candidates 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. <b>Level 3</b> answers will attempt analysis with some understanding of the focus of the question, perhaps by considering the two Brown decisions of the Supreme Court. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies. At <b>Level 2</b> will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places. <b>Level 1</b> 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 civil rights movement in the 1960s, and on the extent to which the growth of Black Power weakened the movement during that time.</p> <p>In considering the stated factor answers may place Black Power into context with reference to the Nation of Islam, which stressed divisions between blacks and whites, and which rejected King's multiracial approach to civil rights. The essence of Black Power was provided by Malcolm X, with his demands for black supremacy and fundamental social changes, especially in the ghettos. Malcolm's influence helped to radicalise the SNCC and CORE, with the rise of Stokely Carmichael, Rap Brown and Floyd McKissick, leading to growing divisions between Black Power and more moderate groups such as NAACP and SCLC. The Black Panthers had a radical socialist agenda and developed into a paramilitary organisation. Black Power declined rapidly in the late 1960s because of poor organisation and leadership, the loss of most white support, and the failure to develop an effective programme for change.</p> <p>Other factors which weakened the movement include the impact of the Vietnam conflict, which was beginning to divide all classes and races in American society. The application of the draft was seen as unfair; wealthier Americans were able to evade the draft, leading to a disproportionate number of African Americans and poor whites serving in the war. The Black Panthers believed that Vietnam was a racist war, and campaigned against American involvement. In 1967 Martin Luther King alienated many moderate and white supporters by speaking out against the war. These developments, along with mass demonstrations and marches, diverted many away from the civil rights movement. Answers may also refer to the failure of King's campaigns in the north, especially in Chicago in 1966 and in Memphis in 1968.</p> <p>Answers at Level 5 will have a secure focus on the question, will address Black Power along with some other relevant factors, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement. At Level 4 candidates 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. Level 3 answers will attempt analysis with some understanding of the focus of the question, perhaps by considering the role of Malcolm X. 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

D6 Ideology, Conflict and Retreat: the USA in Asia, 1950-73

Question Number	Indicative content	Mark
11	<p>The question is focused on the Korean War of 1950-53, and required a judgement on why the war lasted for so long.</p> <p>The first twelve months of the war were a period of rapid movement which suggested an early victory for either side. North Korea's invasion of the south was almost complete by August 1950, but heavy and indecisive fighting around Pusan, and the Inchon landings in September, forced a North Korean retreat as UN troops overran the north. The complexion of the war changed dramatically in November 1950, when Mao sent a force of 300,000 'volunteers' to assist North Korea. By early 1951 they had entered South Korea and taken Seoul, only to be forced back within a few months. Although the USA was ready to accept an armistice by March 1951, Mao agreed to further offensives in the south. This offensive failed and armistice negotiations began in July 1951. These dragged on for two years as neither side could agree on the procedure for the return of prisoners; and Stalin was happy to see the USA bogged down in endless negotiations. It was only after Eisenhower's election in November 1952 and Stalin's death in March 1953 that an armistice was agreed in July 1953.</p> <p>Answers at Level 5 will have a secure focus on the question, will address a number of reasons why the war lasted for so long, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement. At Level 4 candidates 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. Level 3 answers will attempt analysis with some understanding of the focus of the question, perhaps by considering the intervention of China. 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 Johnson’s failure to defeat the communists in Vietnam during his presidency, and the importance of opposition within the USA in contributing to that failure.</p> <p>In considering the stated factor, answers may note that public support for the war changed gradually in the mid 1960s; the growth of youth culture led to a slow erosion of support, though the overwhelming majority of the US public supported the war. There was a significant shift in opinion in 1967-68. There were massive anti-war demonstrations in major cities, Martin Luther King spoke against the war, and there was small but growing opposition in Congress and in the media. In the presidential primaries of 1968 the anti-war Eugene McCarthy gained substantial support, which helped persuade Johnson not to stand for re-election, halt major bombing campaigns, and seek a negotiated end to the war.</p> <p>Other reasons for Johnson’s failure to gain a decisive victory include the intervention of the USSR and China and the lowered morale of US troops. The escalation of the war following the Gulf of Tonkin resolution, through Operation Rolling Thunder, increasing numbers of ground troops, and the use of chemical weapons such as Agent Orange, all had a limited impact.</p> <p>Answers at <b>Level 5</b> will have a secure focus on the question, will address the growth of domestic opposition and other relevant factors, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement. At <b>Level 4</b> candidates 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. <b>Level 3</b> answers will attempt analysis with some understanding of the focus of the question, perhaps by considering the growth of student unrest. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies. At <b>Level 2</b> will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places. <b>Level 1</b> 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 nature of presidential power in the years 1969-89, and the extent to which it changed over time.</p> <p>Nixon used presidential powers to the full in the years to 1974. He took control of foreign policy and achieved some major successes, notably with regard to China and the USSR. However, the Watergate affair showed that the president and his associates were ready to abuse presidential power in pursuing Nixon's enemies. The result was that after Nixon's resignation Congress took action to restrain future presidents. They required that the president had to report to Congress on undercover operations, and limited election fundraising. Ford had to work within these limitations during his short term in office, while Carter faced real problems during his four years in the White House. His narrow electoral victory placed him at a disadvantage with Congress, and his inability to tackle major social and foreign policy problems led to concerns that the country, headed by an 'imperilled presidency' was becoming ungovernable. Reagan's two terms in office did much to restore presidential power. He was a great communicator displaying a real sense of purpose. He worked well with Congress, revitalised the presidency and restored confidence in the USA's political system.</p> <p>Answers at Level 5 will have a secure focus on the question, will address the extent to which presidential power changed over time, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement. At Level 4 candidates 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. Level 3 answers will attempt analysis with some understanding of the focus of the question, perhaps by considering the Watergate affair and its aftermath. 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 extent to which the USA became a more racially tolerant society in the years 1968-2001.</p> <p>The growth of popular and youth culture and growing tolerance of gay people contributed to the development of a racially more tolerant society in these years. African Americans in particular rose to prominence in many areas of national life, including individual and team sports, popular music, and films and television. Some, such as Colin Powell, were appointed to prominent positions in government and business. Hispanic and Native Americans also enhanced their status. Native Americans abandoned the militancy of Red Power and had their tribal sovereignty increasingly recognised. Chinese and Japanese Americans had experienced real discrimination in the aftermath of World War Two, but were increasingly integrated into mainstream society. Racial equality and tolerance were fostered among young people by popular television programmes such as Sesame Street and the Simpsons, and by role models such as Magic Johnson, Arthur Ashe and Morgan Freeman. However, there were still considerable pockets of prejudice, notably in the south, and there were signs of a growing de facto segregation of schools in many areas.</p> <p>Answers at Level 5 will have a secure focus on the question, will address the extent to which race relations changed over time, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement. At Level 4 candidates 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. Level 3 answers will attempt analysis with some understanding of the focus of the question, perhaps by considering a number of leading figures in sport. 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

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