

# Mark Scheme (Results)

## Summer 2010

GCE

GCE History 6HI01/D

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## General Marking Guidance

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

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

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

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

## GCE History Marking Guidance

### Marking of Questions: Levels of Response

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

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

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

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

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

### Deciding on the 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 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 era of reforms after the Boxer rebellion of 1900, and on the extent to which attempts at reforms caused the fall of the Qing dynasty in 1911-12. The failure of the Boxer rising and subsequent foreign encroachments were both a major humiliation for the dynasty, which tried to take steps to preserve China's independence. The principle of extra-territoriality was modified to end westerners' immunity from Chinese laws, and there was some improved administration in the border areas. Traditional civil service examinations were abolished, and students were sent abroad to acquire western knowledge. Military units were modernised with better training, education and equipment. Some steps were taken to introduce constitutional government, with the election of provincial assemblies in 1909 and the calling of a National Assembly in 1910. However, these reforms did not have the desired effects. While the officer class in the army was improved, many were infected with revolutionary ideas, as were students returning from abroad. Limited political changes only sparked demands for further reforms. The National Assembly was indirectly elected and possessed advisory functions only, which angered the new élite. A simple description of some of these developments will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. At Level 3 answers will begin to address the extent of reform over the period, but may include significant descriptive or narrative material. At Level 4 candidates will offer reasonable range and depth of accurate and appropriate material and will address the extent of change over the period and its impact on 1911. Other factors may be addressed, including the role of Sun Yat-sen and the Revolutionary Alliance, the growth of nationalism, and the importance of short-term factors such as discontent over the nationalisation of the railways. At Level 5 will be those who can offer some evaluation of the significance of the reforms along with the role of other factors contributing to the fall of the dynasty.</p>	30

Question Number	Indicative content	Mark
2	<p>The question is focused on the Japanese incursions into China in the years to 1937, and on the growing power of the CCP, and requires a judgement on the reasons why the Nationalists were unable to defeat these two opponents. Mao's armies failed in the Autumn Harvest uprisings of 1927, and the CCP withdrew to the Jinggang mountains in 1928, staying there until 1934. The GMD's encirclement campaigns failed to destroy the CCP, but the success of the fourth and fifth campaigns persuaded the CCP to abandon Jianxi and march north. The weakness of GMD control was illustrated when the warlord of Guandong allowed free passage to the CCP, and movement was unrestricted in Guizhou, where GMD control was minimal. By 1935 the remnants of the CCP reached the safety of Shaanxi province, where they established a strong base. The Mukden incident in 1931 gave the Japanese a pretext to establish themselves in Manchuria at a time when Chiang had insufficient military resources to challenge the invaders. Japanese power spread in the north in inner Mongolia and Hebei province. The GMD forces were too weak to resist these moves, leading in late 1936 to the creation of the Second United Front with the CCP. A simple outline of some events will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. Those who begin to offer an analysis of reasons for GMD weakness will access Level 3, although there may be significant narrative or descriptive material. At Level 4 there will be an explicit attempt to assess GMD failures, perhaps set against the power and resolution of its enemies. At Level 5 there will be some attempt to evaluate the significance of a number of factors which contributed to GMD failures.</p>	30



## D2 Mao's China, 1949-76

Question Number	Indicative content	Mark
3	<p>The question is focused on the early years of Communist rule in China, and the extent to which the government became a personal dictatorship exercised by Mao Zedong. Answers may refer to the role of the CCP, headed by the Central Committee and the Politburo, and the emergence of a five-man supreme body including Mao, Zhou En-lai and Liu Shaoqi. Zhou headed the government of 24 ministries. The third centre of power was the PLA. To prevent the revival of warlordism China was divided into 13 regions answerable to a military affairs commission chaired by Mao. Despite the apparent diffusion of power Mao became the ultimate authority in Chinese politics. He determined policy, such as the pace of collectivisation, and was responsible for Chinese intervention in the Korean War. He promoted the Three Antis and the Five Antis campaigns of 1951 and 1952, and promoted policies of land reform, the equality of women and of wider social change. In the early 1950s he reined in the power of the PLA and reduced its size. Answers may refer to the significance of the Hundred Flowers movement of 1957 and the disastrous effects of the Great Leap Forward. A simple outline of some of these points will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. Those who begin to offer an analysis of the location of power in Communist China will access Level 3, although there may be significant narrative or descriptive material. At Level 4 there will be an explicit attempt to analyse the strength of the different centres of power, though the answer may lack balance. At Level 5 there will be some attempt to evaluate the power which Mao exercised, and the extent to which it was established as the sole power in China by 1957.</p>	30

Question Number	Indicative content	Mark
4	<p>The question is focused on the status of women in Mao's China, and the extent to which they achieved equal status with men. The established Confucian view was that women were obedient to their husbands and possessed no independent power; and before 1949 there were few examples of women playing a leading role in public life beyond that of some Empresses. Mao had long been a firm believer in women's rights, having promoted equality and banned foot binding in areas under his control before 1949. The Marriage Law of 1950 banned arranged marriages and allowed women to initiate divorce proceedings, though this proved very disruptive in the short term. The right to own property was a major departure in the countryside, though it was soon undermined by collectivisation. Traditional prejudices remained ingrained among the peasants, especially in the western provinces where there was a strong Muslim culture. Restrictions on the role of women continued in the party; in 1959 only 14% of deputies to the party congress were women. Women's role in the family was undermined by the CCP's attack on the role of the family in society, while the Cultural Revolution further disrupted family life. A simple outline of changes in the status of women will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. Those who begin to offer an analysis of the extent of change between 1949 and 1976 will access Level 3, although there may be significant narrative or descriptive material. At Level 4 there will be an explicit attempt to assess the extent of change, though the answer may be unbalanced. At Level 5 there will be some attempt to evaluate the nature and extent of change in the role of women within Chinese society.</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 weakness of opposition to Tsardom in the years 1881-1914, and the significance of repressive policies in ensuring that weakness. In 1881 it was a criminal offence to oppose the Tsar and his government: there was no parliament and parties had no legal right to exist. An important feature of this period is the constant use of the Okhrana to infiltrate and break up cells of opposition, and to prevent the publication and circulation of opposition newspapers and reforming tracts. The assassination of Alexander II in 1881 led to a fierce crackdown on political dissent, and it was a feature of Nicholas II's rule that he maintained this policy to 1914. Opposition leaders, including Lenin and Stalin, experienced periods of internal exile. Stolypin's repression of opposition in 1906-11 suggests that the creation of the Duma had led to little change in government policy, which was only confirmed at the Lena goldfields in 1912. A simple description of some aspects of Tsarist repression will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. At Level 3 will be answers which begin to address the significance of repression in muting dissent, but which may include significant descriptive or narrative material. At Level 4 candidates will offer reasonable range and depth of accurate and appropriate material and will address some other reasons for the weakness of opposition. These may include divisions among opposition groups, including the split within the Social Democrats in 1903: the revolutionary programme of the Socialist Revolutionaries, the largest and most popular opposition group, and the ineffectiveness of more constitutional opposition such as the Kadets and Octobrists. At Level 5 will be those who can offer some evaluation of opposition weaknesses by considering a range of relevant factors at work during the given period.</p>	30

Question Number	Indicative content	Mark
6	<p>The question is focused on the two revolutions of 1917, and the significance of the impact of the First World War in promoting both rebellions. Answers may refer to Russia's military difficulties from 1914, including defeats in the field, the inadequacies and shortages of military supplies, and the incompetence of the military leadership, including that of Nicholas II. The domestic impact of the war may be assessed, including the rampant inflation, problems of providing adequate food supplies to the towns, and the dislocation of the transport system. The weakening of morale on the home front and the severe winter of 1916-17 all played their part in triggering the February Revolution. The war also affected the Provisional Government. Its determination to carry on the war meant that it faced many of the problems which had led to the overthrow of the Romanovs, and contributed to its own downfall in November. A simple outline of some events will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. Those who begin to offer an analysis of the impact of war will access Level 3, although there may be significant narrative or descriptive material. At Level 4 there will be an explicit attempt to assess the role of war along with some other relevant factors which led to revolutions. These may include the role of Rasputin and the Tsarina Alexandra, the power of the Petrograd Soviet, the Provisional Government's failure to address the land question, and the single-minded determination of the Bolsheviks. At Level 5 there will be some attempt to evaluate the significance of a number of factors which contributed to the two revolutions.</p>	30

#### D4 Stalin's Russia, 1924-53

Question Number	Indicative content	Mark
7	<p>The question is focused on the Five-Year Plans of 1928-41, and the extent to which they transformed industrial development in Russia. Stalin was anxious to establish an economy which could withstand war, and thus focused on the development of heavy industry. The First Five-Year Plan focused on the building blocks of industrialisation such as coal, iron ore and electrical power, and the resulting increases in output were dramatic. The Second and Third Plans followed much the same route, though with more realistic targets, and by 1940 the quintupling of coal production and electricity generation were substantial achievements. The new economy of Russia proved strong enough to survive German attacks after 1941. Answers may also consider the extent of economic transformation. Industries were often unable to provide or receive a reliable supply of raw materials, while failings in the plan were blamed on scapegoats. Successes were achieved only in traditional areas of heavy industry, though there was no overall economic strategy, nor were modern industrial methods introduced. High quality goods were not being produced, and consumer goods were a very low priority. A simple description of some economic developments, perhaps focused on heavy industry, will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. At Level 3 will be answers which begin to address the extent of industrial transformation over the period, but which may include significant descriptive or narrative material. At Level 4 candidates will offer reasonable range and depth of accurate and appropriate material and will address the extent of change over the whole Soviet economy. At Level 5 will be those who can offer some evaluation of the extent of change, perhaps noting that, despite the obvious successes, the results for the economy overall were patchy.</p>	30

Question Number	Indicative content	Mark
8	<p>The question is focused on Soviet culture during the years 1924-53, and the extent to which culture and the arts had a political role. Answers do not have to refer to all of the following aspects of culture to be successful. Although experimental and abstract art was allowed under Lenin, Stalin saw the arts as an expression of society's values, and thus the creation of a new socialist state required a simultaneous cultural revolution. The Union of Writers was formed with the aim of promoting socialist realism in literature. Many writers such as Solzhenitsyn and Mandelstam were unable to work under such restrictions, but less able writers who accepted the need for conformity rose to fame. Several plays were banned and experimental theatres were closed. Films were censored, and even Eisenstein was criticised for <i>Ivan the Terrible</i>. The demand for conformity extended to music, with Shostakovich's <i>Lady Macbeth of Mtensk</i> a noted casualty, along with jazz music. Answers may also note that the arts were harnessed in the personality cult, which promoted Stalin's image in, for example, paintings, posters and literature. There was some relief during 1941-45, when writers and musicians were allowed to produce patriotic works glorifying the struggle against Germany, only for repression to reappear after 1945. A simple outline of some changes in the arts will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. Those who begin to offer a causal analysis of the party's attitude towards culture will access Level 3, although there may be significant narrative or descriptive material. At Level 4 there will be an explicit attempt to assess the role of culture in promoting the image of the new Soviet state, though the answer may lack balance. At Level 5 there will be some attempt to evaluate the role of culture in promoting Stalin's political goals.</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 extent to which the status of black people in the United States changed during the years 1945-55. There were many positive developments. Voter registration by blacks was increasing slowly, from 2% in 1940 to 12% in 1947. Truman ended discrimination in the armed forces and promoted fair employment in federal organisations. Several states had adopted Roosevelt's fair employment initiatives, though their effectiveness was questionable. There were also changes in white attitudes, perhaps influenced by television. The <i>Brown v Board of Education</i> judgement was a landmark decision in advancing black civil rights. However, progress might be seen as very slow. There was still bitter hostility in the southern states, fuelled by a still active Ku Klux Klan, with the lynching of Emmet Till taking place as late as 1955. The northern migration had improved employment prospects for blacks, but there was growing racial tension in the northern states. McCarthyism and the Cold War context meant that campaigning groups could be accused of Communist sympathies, which led to the banning of the NAACP in Alabama. A simple description of some of these points will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. At Level 3 will be answers which begin to address the extent of change over the period, but which may include significant descriptive or narrative material. At Level 4 candidates will offer reasonable range and depth of accurate and appropriate material and will address the extent to which the status of black people changed in these years. At Level 5 will be those who can offer some evaluation of the extent of change, perhaps weighing the significance of various factors at work.</p>	30

Question Number	Indicative content	Mark
10	<p>The question is focused on the development of the civil rights movement in the period 1955-64, and on the extent to which change was promoted by peaceful protest. Answers may consider the significance of the Montgomery Bus Boycott of 1955-56 for the growth of the leadership of Martin Luther King and his philosophy of peaceful protest. The successful Greensboro protest of 1960 led to the development of the SNCC, which continued the campaign for desegregation. Other successes for peaceful protest included the Freedom Rides of 1961, James Meredith and the University of Mississippi, and Birmingham in 1963; and the passage of the Civil Rights Act of 1964 might be seen as a triumph for King and his philosophy. A simple description of some of these developments, perhaps focused on King's role, will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. At Level 3 will be answers which begin to address the importance of peaceful protest, but which may include significant descriptive or narrative material. At Level 4 candidates will offer reasonable range and depth of accurate and appropriate material and will address the significance of protest and other factors making for change. These may include the role of the Federal authorities, such as at Little Rock in 1957, the attitudes of successive presidents, and the importance of Federal power in bringing about change, whether through Congress or the Supreme Court. At Level 5 will be those who can offer some evaluation of the importance of peaceful protest, perhaps considering the ways in which it changed white attitudes and drove forward the pace of change.</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 policies in south-east Asia in the 1950s and requires an analysis of the reasons for increasing American involvement in the region. Truman gave financial and diplomatic support to France in Indo-China in the early 1950s. Eisenhower maintained this commitment, and helped in the creation of an independent South Vietnam through the Geneva Accords of 1954. This action, and the creation of SEATO in the same year, reflected Eisenhower's determination to confront Communist expansion in the region. His acceptance of the domino theory underpinned his support for non-Communist governments in the region throughout the 1950s. A simple description of some US policies concerning south-east Asia will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. At Level 3 will be answers which begin to address reasons for growing US involvement, but which may include significant descriptive or narrative material. At Level 4 candidates will offer reasonable range and depth of accurate and appropriate material and will address reasons for growing US involvement. These may include fear of Communist expansion, Chinese and Soviet support for North Vietnam, the ineptitude of Diem and his policies, and the broadly supportive policy of the US Congress. At Level 5 will be those who can offer some evaluation of the various factors leading to growing US involvement.</p> <p><i>Answers which include material on Korea should be credited as follows. An answer which is exclusively or overwhelmingly on Korea cannot gain more than high Level 3. An answer which has some balance between Korea and south-east Asia proper can access all levels.</i></p>	30

Question Number	Indicative content	Mark
12	<p>The question is focused on the winding down of US military involvement in Vietnam from 1969, and the importance of changing US attitudes in influencing Nixon's policy. By 1969 the Vietnam conflict was affecting the US economy and the domestic consensus was collapsing especially following the Tet offensive the previous year. The high point of anti-war demonstrations was reached in late 1969, though there were large demonstrations following the Kent State University shootings in 1970. Nixon tried to neutralise protests by timing announcements of troop withdrawals to coincide with, and thus to neutralise, planned protest activities. There was also growing dissent within Congress, and opposition in the press and on television. However, there is little evidence that anti-war sentiment had a significant effect on Nixon's policies. A simple description of some of these developments will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. At Level 3 will be answers which begin to address the significance of domestic opposition, but which may include significant descriptive or narrative material. At Level 4 candidates will offer reasonable range and depth of accurate and appropriate material and will address domestic opposition and other factors informing Nixon's decisions. These may include Kissinger's diplomacy with the North Vietnamese, Nixon's visits to China and Moscow in 1971-72, the pressure placed on the North Vietnamese by their allies and by the success of Linebacker I and II. Nixon's policy of Vietnamisation allowed for the reduction of troops from 550,000 in 1969 to just 20,000 in 1972. At Level 5 will be those who can offer some evaluation of the various factors at work which led to the reduction in US troops and the conclusion of peace in 1973.</p>	30

D7 Politics, Presidency and Society in the USA, 1968-2001

Question Number	Indicative content	Mark
13	<p>The question is focused on changes in popular culture in the years 1968-2001, and on the extent to which it has promoted divisions within US society. Relevant material is substantial and candidates may rely on the study of particular aspects of popular culture within the context of wider trends. Popular music had a major influence in the development of a music culture for different generations, especially significant during protests against the Vietnam war. The growth of rap is equally divisive with its emphasis on misogynist, homophobic and violent lyrics. Cable television established new boundaries of acceptable programming, airing divisive programmes such as <i>Jerry Springer</i> and <i>South Park</i>. Other cultural divisions became apparent with the rise of the video game and the making of sexually explicit films. The popularity of radio led to the shock jock, such as Howard Stern, whose on-air behaviour was deliberately offensive. Popular culture became associated with liberal policies on sexual liberation, feminism and homosexuality, leading to a growing gap between liberal Democrats and the Religious Right, which underpinned the Republicans in the 1980s and 1990s. Answers may also note the cultural divide between northern and southern states. Candidates may also note the unifying qualities of some aspects of popular culture, especially in sports such as baseball and basketball. A simple description of some features of popular culture will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. At Level 3 will be answers which begin to address the extent to which popular culture divided American society, but which may include significant descriptive or narrative material. At Level 4 candidates will offer reasonable range and depth of accurate and appropriate material and will address questions of unity and division over the given period. At Level 5 will be those who can offer some evaluation of the significance of cultural change, perhaps noting its importance in US politics.</p>	30

Question Number	Indicative content	Mark
14	<p>The question is focused on the presidential elections of 1992 and 1996, and requires a judgement on the reasons for Clinton's success in winning both elections. Clinton was significantly less popular than Bush in the early months of 1992, but had built up a healthy lead in the opinion polls by the summer. The Bush/Quayle ticket emphasised foreign policy successes and cast doubts on Clinton's character, but Clinton and Gore focused on the economy, which was in serious difficulties in 1992; and Bush was severely criticised for reneging on his promise of 'no new taxes'. Clinton was a skilled and charismatic campaigner, and popular campaign promises such as healthcare and tax cuts were important factors in his victory; while the intervention of Ross Perot drew many votes from Bush. By 1996 Clinton was no longer identified with liberal Democrats, and easily saw off a modest challenge from the Republican Dole, who appeared old and frail compared to Clinton. Clinton had the advantage of incumbency, and benefited from an economy in recovery and a relatively stable world stage. A simple description of some aspects of the campaigns of 1992 and 1996 will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. At Level 3 will be answers which begin to address the reasons for Democratic success, though there may be passages of descriptive or narrative material. At Level 4 candidates will offer reasonable range and depth of accurate and appropriate material and will address a range of factors accounting for Democratic success and Republican failures. At Level 5 will be those who can offer some evaluation of the reasons for the strong showing of the Democrats, especially in view of their failures since 1980.</p>	30





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