

Mark Scheme (Results)

January 2012

GCE History (6HI01) Paper 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>

<b>5</b>	<b>25-30</b>	<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 factual material 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
<b>Q (a) or (b)</b>	30	30
<b>Q (a) or (b)</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 extent to which the impact of foreign involvement in China's affairs was the main reason for the collapse of the Qing dynasty in 1911-12. Resentment of foreign interference was long-standing, and became acute after 1900. The failure of the Boxer Rising of that year intensified nationalist hatred of foreigners. There were protests against Russian activity in Mongolia, and even against the importation of American goods. The trigger for the 1911 revolution was the raising of foreign loans to nationalise the railways, and the extension of foreign control of railway building. This factor, coupled with the Wuchang Rising, led to the outbreak of revolution on 10<sup>th</sup> October. Other factors which prompted the 1911 revolution include the failure of the fairly modest reform programme introduced by the Qing; for example, the proposed National Assembly was to be indirectly elected and would have advisory functions only. Social and economic conditions were declining, and growing taxes and extensive flooding in 1911 only added to the Chinese people's difficulties. The Revolutionary Alliance of Sun Yat-sen played only a limited role in the rising itself, though was to prove very influential from early in 1912. A simple outline focused on foreign involvement will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which begin to provide an explanation of the significance of foreign intervention will access Level 3, though there may be some sections of narrative material. At Level 4 there will be an explicit attempt to analyse the importance of foreign involvement and some other factors which led to the 1911 revolution, though the answer may lack balance. At Level 5 will be an attempt to evaluate the significance of relevant factors, and to draw secure conclusions on the question.</p>	30

Question Number	Indicative content	Mark
2	<p>The question is focused on the reasons why the Chinese Communist Party was able to survive Chiang Kai-shek's attacks against it in the years 1927-35. Chiang's assault on the CCP in 1927 seriously weakened the party. The Autumn Harvest uprising and the Nanjing massacre, coupled with the defeat of the Canton rising in December 1927, left the CCP in a perilously weak position, though Chiang failed to press home his advantage in 1928. Mao decided to withdraw his supporters from the cities and made for the Janggang mountains in the province of Jianxi; and further pressure from government forces left the CCP in the area around Ruijin. Chiang's encirclement campaigns of 1930 and 1931 failed to dislodge the CCP, though the fourth and fifth campaigns forced the CCP to abandon Jianxi and begin the Long March northwards to Shaanxi. In some areas warlords allowed the CCP free transit, while in others GMD power was only slight. GMD forces sent to halt the march were defeated, allowing the remnants of the march, some 5,000 people, to reach safety in October 1935. A simple outline perhaps focused on the Long March will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which begin to provide an explanation of why the CCP survived Chiang's attacks will access Level 3, though there may be some sections of narrative material. At Level 4 there will be an explicit attempt to analyse a number of reasons for the survival of the CCP, though the answer may lack balance. At Level 5 will be an attempt to evaluate the significance of relevant factors, and to draw secure conclusions on the question.</p>	30

**D2 Mao's China, 1949-76**

Question Number	Indicative content	Mark
<b>3</b>	<p>The question is focused on the establishment of Communist rule in the years 1949-57, and the extent to which this was due to the role of the People's Liberation Army (PLA). After 1949 there were three centres of power in China: the CCP; a five-man supreme body which included Mao; and the PLA. China was divided into 13 regions answerable to a military affairs commission, and the PLA was charged with bringing every region under government control and finally stamping out warlordism. The army carried out 'reunification campaigns' in the outlying provinces, and in 1950 invaded and annexed Tibet with a ruthless display of force which was used elsewhere in the country. By 1957, thanks largely to the PLA, all regions were securely under Communist rule. Other factors which established Communist rule include the role of Mao Zedong. He dictated the nature and pace of change, whether through the Three Antis and Five Antis campaigns of 1951 and 1952, through social reforms aimed at children and women, or through economic modernisation through the First Five-Year Plan of 1952-56. He also launched the Hundred Flowers movement, which led to the repression or elimination of opponents of Communist rule. . A simple outline perhaps focused on the PLA's early actions, notably in Tibet, will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which begin to provide an explanation of the role of the PLA in these years will access Level 3, though there may be some sections of narrative material. At Level 4 there will be an explicit attempt to analyse a number of reasons for the establishment of strong Communist rule, though the answer may lack balance. At Level 5 will be an attempt to evaluate the significance of relevant factors, and to draw secure conclusions on the question.</p>	30

Question Number	Indicative content	Mark
<b>4</b>	<p>The question is focused on the extent to which the Communist government created a more equal society in the years 1949-76. The attacks on landlordism and the wholesale transfer of land to the peasants took place soon after 1949, and equality in the countryside was confirmed with the introduction of collectivisation and the creation of the communes from the mid-1950s. A similar development took place in the cities, with wholesale nationalisation and the First Five-Year Plan. Mao had favoured female emancipation for many years before 1949, and improved the status of women with the Marriage Law of 1950, which banned arranged marriages and gave women the right to own property. Equality was furthered with the development of a national system of primary education, with improved secondary education allowing for better access to universities for all people. Medical provision for all was a target which the government aimed to achieve in all areas of China. However, traditional prejudices and an ingrained culture made many Chinese resistant to change, especially in outlying regions. Women's equality was often vigorously opposed, and in some regions few children achieved more than a simple primary education. A simple outline perhaps focused on, for example, the changing status of women, will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which begin to provide an explanation of the extent of growing equality will access Level 3, though there may be some sections of narrative material. At Level 4 there will be an explicit attempt to analyse a number of ways in which a more equal society was created, though the answer may lack balance. At Level 5 will be an attempt to evaluate the significance of relevant factors, and to draw secure conclusions on the question.</p>	30

**D3 Russia in Revolution, 1881-1924: From Autocracy to Dictatorship**

Question Number	Indicative content	Mark
<b>5</b>	<p>The question is focused on the outbreak of revolution in January 1905, and the extent to which the growth of reformist groups in the years from 1881 caused that revolution. The assassination of Alexander II in 1881 persuaded Alexander III and Nicholas II to pursue a policy of repression of all reformist groups. It became a criminal offence to oppose the Tsar or his government, and Okhrana spies infiltrated and broke up reformist cells. This policy weakened the main reformist groups, the Populists, Socialist Revolutionaries and Social Democrats, but also forced them underground to continue their activities. Linked to this repression was Tsarism's refusal to change the system of government in any way, a further incentive to the reformists. Other factors which led to the 1905 revolution include the impact of Witte's economic policies in the towns, where poor living and working conditions encouraged the growth of opposition and trade unionism, and encouraged the disastrous demonstration that turned into Bloody Sunday in January 1905. In the countryside there were growing protests over a succession of failed harvests and famines. The Russo-Japanese war saw a series of humiliating defeats for Russia, notably the loss of Port Arthur and military defeats in Manchuria. A simple outline perhaps focused on the Russo-Japanese war will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which begin to provide an explanation of the repression of reformist groups will access Level 3, though there may be some sections of narrative material. At Level 4 there will be an explicit attempt to analyse a number of reasons for the outbreak of the 1905 revolution, though the answer may lack balance. At Level 5 will be an attempt to evaluate the significance of relevant factors, and to draw secure conclusions on the question.</p>	30

Question Number	Indicative content	Mark
<b>6</b>	<p>The question is focused on the period from March to November 1917 and requires a judgement on why the Provisional Government was so short-lived. The government faced acute problems from the outset, not least the creation of dual power and the strong hold which the Petrograd Soviet developed over the army. The government's early reforms were aimed at creating a liberal and democratic Russia at a time when the country faced far more pressing problems, including the supply of food and fuel for the towns, and peasant demands for a settlement to the land problem. The failure to end the war was a major factor contributing to the fall of the government, especially following the disastrous June offensive. By October military discipline had virtually collapsed. In April 1917 Lenin returned to Russia, refusing to work with other parties, but instead persuading his party to mount a coup. While the July Days were a failure, the November rising was prepared more carefully and directed by Trotsky. A simple outline, perhaps focused on Lenin and the Bolsheviks, will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which begin to provide an explanation of why the Provisional Government failed will access Level 3, though there may be some sections of narrative material. At Level 4 there will be an explicit attempt to analyse a number of reasons for the fall of the government, though the answer may lack balance. At Level 5 will be an attempt to evaluate the significance of relevant factors, and to draw secure conclusions on the question.</p>	30

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

Question Number	Indicative content	Mark
<b>7</b>	<p>The question is focused on the Five-Year Plans of 1928-41 and on the extent to which their aims and key features changed over time. The first plan focused on expanding the primary tools of industrialisation such as coal, iron ore and electrical power, with little attention given to consumer goods or food. Stalin's aims included tackling the failures of the NEP, which was producing only slow industrialisation; creating a command economy; and promoting socialism through the creation of an advanced industrial society. He was also concerned, even at this stage, with national defence against attacks from the west. The key features of the first plan included the development of output for its own sake, a very high annual growth rate of 14%, and massive social dislocation and mobility. The second plan still targeted heavy industries, but also dealt with electrification of the country, developing new industries such as chemicals, and improving the transport infrastructure. Some showpiece developments were encouraged, such as the Moscow Metro and the Moscow-Volga canal. While some attention was given to consumer goods, this was not carried forward into the third plan, which was disrupted by the coming of war in 1941, and by the purges of the mid 1930s. War production and military technology were given increasing priority. A simple outline, perhaps focused on the first plan, will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which begin to provide an explanation of the different aims and priorities of the plans will access Level 3, though there may be some sections of narrative material. At Level 4 there will be an explicit attempt to analyse aims and priorities over most of the period, though the answer may lack balance. At Level 5 will be an attempt to evaluate the significance of relevant factors, and to draw secure conclusions on the question.</p>	30

Question Number	Indicative content	Mark
<b>8</b>	<p>The question is focused on the USSR's victory in the Second World War, and the significance of lend-lease in achieving that success. The lend-lease programme varied in its impact, accounting at its peak for only 20% of total Soviet output, and had little impact on the number of tanks, aeroplanes or heavy artillery in use. It was, however, vital in other fields. Food supplies became essential; wheat and tinned goods, notably Spam, made a significant contribution to the Red Army's food supplies. US transport supplies were also vital. The majority of trains used in the war came from the USA, and both Studebaker trucks and the jeep were essential for transportation. Other factors contributing to Soviet success include strong leadership from, for example, Zhukov and Stalin; and the image developed of the war as the Great Patriotic War. The entire population was mobilised to support the war effort, with women and boys forming a large proportion of the factory workforce. The Five-Year Plans proved their worth in production of supplies, as did relocation of industries in the Urals region. Tanks, notably the superb T class, also proved significant. A simple outline perhaps focused on some features of lend-lease, will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which begin to provide an explanation of the importance of lend-lease will access Level 3, though there may be some sections of narrative material. At Level 4 there will be an explicit attempt to analyse a number of reasons for the USSR's victory, though the answer may lack balance. At Level 5 will be an attempt to evaluate the significance of relevant factors, and to draw secure conclusions on the question.</p>	30

**D5 Pursuing Life and Liberty: Equality in the USA, 1945-68**

Question Number	Indicative content	Mark
<b>9</b>	<p>The question is focused on Martin Luther King's civil rights campaign in the years 1955-68 and requires a judgement on the extent of its success. King certainly had many achievements to his credit. The Montgomery Bus Boycott of 1955-56 was well organised and sustained, and resulted in the end of bus segregation in the city. Equally successful were the Greensboro lunch counter sit-ins of 1960, and the Freedom Rides of 1961, which led to the desegregation of interstate bus services. Perhaps King's greatest successes came in 1963 with the campaign in Birmingham, Alabama and the March on Washington. In Birmingham King faced down the bitter opposition and tactics of Bull Connor, while the Washington march gained positive media attention around the world. However, King did have his failures. The Albany demonstration of 1961 showed that peaceful protest would not always succeed. King was not fully aware of the situation in the north of the country, and there was much criticism of his leadership in the Chicago campaign of 1966, which was accompanied by riots and violence. A simple outline perhaps focused on King's successes will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which begin to provide an explanation with some reference to success and failure will access Level 3, though there may be some sections of narrative material. At Level 4 there will be an explicit attempt to analyse how successful King's various campaigns were, though the answer may lack balance. At Level 5 will be an attempt to evaluate the significance of relevant factors, and to draw secure conclusions on the question.</p>	30

Question Number	Indicative content	Mark
<b>10</b>	<p>The question is focused on the extent to which the status of ethnic minorities apart from African Americans changed in the 1960s. The clarification of content refers to Hispanic and Native Americans, which may be focused on in candidates' answers. Many Hispanic Americans worked for low wages on Californian farms as seasonal labour. Cesar Chavez founded the National Farm Workers Association in the early 1960s to campaign for better pay and conditions, and was instrumental in calling a strike in 1965 which lasted for some years, forcing individual employers to negotiate fair contracts. A militant organisation, Alianza, achieved little of significance during the 1960s. Native Americans were represented by the National Congress of American Indians, which helped persuade Johnson to address their grievances. The Civil Rights Act of 1964 and the Education Act of 1965 did make provisions for equal treatment for Native Americans, though these provisions were not always carried out in practice. Most Japanese Americans had been interned during the war. They, and the large body of Chinese Americans, did not indulge in political activity on the same scale as Hispanics or Native Americans, but their economic and social status improved significantly in the 1960s. A simple outline perhaps focused on Native Americans will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which begin to provide an explanation of the changing status of some minorities will access Level 3, though there may be some sections of narrative material. At Level 4 there will be an explicit attempt to analyse the nature and extent of change, though the answer may lack balance. At Level 5 will be an attempt to evaluate the significance of relevant factors, and to draw secure conclusions on the question.</p>	30

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

Question Number	Indicative content	Mark
<b>11</b>	<p>The question is focused on the outcome of the 1954 Geneva Conference, and the extent to which it was responsible for growing US involvement in south-east Asia in the years to 1963. The Geneva Accord ended the war between France and the Vietminh, partitioned Vietnam at the 17<sup>th</sup> parallel, and established the independence and neutrality of Laos and Cambodia. Eisenhower was concerned that the power of the North Vietnamese, and the attitudes of Ho Chi Minh, might cause the accord to unravel, and thus followed a policy of supporting the Diem regime in South Vietnam economically and militarily; by 1960 there were 1500 US military personnel in the country. The USA also promoted the formation of SEATO, aimed at the mutual defence of its members and the general principle of the containment of Communism. Kennedy followed Eisenhower's policy of support for South Vietnam, increasing US troop levels to 17,000 by 1963 and secretly supplying arms to the Diem regime. Other factors influencing US involvement in the area reflect Eisenhower's and Kennedy's domestic concerns. Both presidents were working within the context of the Cold War and McCarthyism, and Kennedy especially did not want to be seen as 'soft' on Communism. A simple outline perhaps focused on Vietnam will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which begin to provide an explanation for growing US involvement will access Level 3, though there may be some sections of narrative material. At Level 4 there will be an explicit attempt to analyse reasons for US intervention in south-east Asia, though the answer may lack balance. At Level 5 will be an attempt to evaluate the significance of relevant factors, and to draw secure conclusions on the question.</p>	30

Question Number	Indicative content	Mark
<b>12</b>	<p>The question is focused on the US withdrawal from Vietnam in the years to 1973, and the significance of the Tet offensive of 1968 in causing that withdrawal. Tet represented a major propaganda victory for North Vietnam, as thousands of VC troops were deployed in seizing southern cities. Although the offensive was defeated, Tet dismayed the US public, who had hitherto believed that the USA was winning the war. It also shocked President Johnson, and contributed to his decision in March 1968 not to seek re-election. Inevitably, Vietnam dominated the presidential election of 1968 and was a factor in Nixon's success, and in his decision to wind down the war with as little loss of face as possible. Other factors contributing to US withdrawal include the effects which the war had on the economy and the growth of opposition in Congress and the media. Nixon's twin policies of Vietnamisation and diplomacy meant that by the end of 1972 there were just 20,000 US troops in Vietnam and negotiations leading to the Paris Peace Accords were well under way. The success of Linebacker I and II, and increasing pressure on North Vietnam by their allies, contributed to the north's decision to agree a peace accord. A simple outline, perhaps focused on Tet alone, will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which begin to provide an explanation of the importance of Tet will access Level 3, though there may be some sections of narrative material. At Level 4 there will be an explicit attempt to analyse how far Tet contributed to withdrawal of US troops, though the answer may lack balance. At Level 5 will be an attempt to evaluate the significance of relevant factors, and to draw secure conclusions on the question.</p>	30

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

Question Number	Indicative content	Mark
<b>13</b>	<p>The question is focused on Ronald Reagan's economic policies in the years 1981-89, and requires a judgement on the extent of their success. When Reagan took office in 1981 the country was experiencing high inflation, unemployment and taxation, and low economic growth. Reagan planned to cut inflation, taxes and the budget deficit, increase growth and deregulate the economy; he believed that supply-side economics would deliver for him. Reagan's policies were the most ambitious economic reform in the USA since the New Deal. His budget of 1981 proposed the largest tax cut in history, and allowed for the national debt to grow rather than cut government programmes. The policy seemed at first to be disastrous and caused a deep recession in 1982. Over time, however, Reagan could point to real successes. By 1988 inflation had tumbled to 5%, interest rates fell by 6% and some 16 million new jobs had been created; and during Reagan's two terms in office the economy grew by one-third. In the process, however, government debt tripled, largely through massive increases in military expenditure; and the number of Americans living below the poverty level rose sharply. A simple outline of some of these points will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which begin to provide an explanation with some reference to success and failure will access Level 3, though there may be some sections of narrative material. At Level 4 there will be an explicit attempt to analyse the extent of the success of Reaganomics, though the answer may lack balance. At Level 5 will be an attempt to evaluate the significance of relevant factors, and to draw secure conclusions on the question.</p>	30

Question Number	Indicative content	Mark
<b>14</b>	<p>The question is focused on the growing attention given to social issues in the years 1968-2001, and the extent to which differing religious beliefs were responsible for bitter divisions over these issues. The 1960s and 1970s were years which saw the growth of forceful and radical feminism and the demands for equal rights for women promoted by the National Organisation of Women. Despite their best efforts, however, the Equal Rights Amendment was not confirmed in the 1970s, though feminists achieved a major victory with the Supreme Court judgement on Roe v Wade (1973) which allowed abortion. This decision was pivotal in causing the rise of religious fundamentalists who, in partial alliance with powerful Catholic interests, aimed to limit or even reverse the decision. The Court further enraged religious groups with decisions which protected pornography under the principle of free speech, and confirmed the ban on prayers in public schools. The religious right was bitterly opposed to progress made by gay liberation, notably under Clinton, who supported gay rights in the 1990s, and opposed moves towards the legalisation of civil partnerships. The bitterness of divisions over these and other social issues was also linked to the sharper division between the political and cultural liberalism of most Democrats and the religious right which allied itself to the Republican party. Bitter attitudes over social matters were not always linked to religious concerns; the murders of both Harvey Milk and Matthew Shepard were not linked to religious concerns. A simple outline of some of these points will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which begin to provide an explanation linked to religious beliefs will access Level 3, though there may be some sections of narrative material. At Level 4 there will be an explicit attempt to analyse reasons for divisions on social issues, though the answer may lack balance. At Level 5 will be an attempt to evaluate the significance of relevant factors, and to draw secure conclusions on the question.</p>	30



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