

Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCE in 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.

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: A01a and A01b (13%)

(30 marks)

Essay - to present historical explanations and reach a judgement.

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

3	13-18	<p>Candidates' answers will attempt analysis and will show some understanding of the focus of the question. They will, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus. Factual material will be accurate but it may lack depth and/or reference to the given factor.</p> <p>Low Level 3: 13-14 marks The qualities of Level 3 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 3: 15-16 marks As per descriptor</p> <p>High Level 3: 17-18 marks The qualities of Level 3 are securely displayed; material is convincing in range and depth consistent with Level 3.</p> <p>The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.</p>
4	19-24	<p>Candidates offer an analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it. The analysis will be supported by accurate factual material, which will be mostly relevant to the question asked. The selection of material may lack balance in places.</p> <p>Low Level 4: 19-20 marks The qualities of Level 4 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 4: 21-22 marks As per descriptor</p> <p>High Level 4: 23-24 marks The qualities of Level 4 are securely displayed; material is convincing in range and depth consistent with Level 4.</p> <p>The answer will show some degree of direction and control but these attributes may not be sustained throughout the answer. The candidate will demonstrate the skills needed to produce convincing extended writing but there may be passages which lack clarity or coherence. The answer is likely to include some syntactical and/or spelling errors.</p>

5	25-30	<p>Candidates offer an analytical response which directly addresses the focus of the question and which demonstrates explicit understanding of the key issues contained in it. It will be broadly balanced in its treatment of these key issues. The analysis will be supported by accurate, relevant and appropriately selected which demonstrates some range and depth.</p> <p>Low Level 5: 25-26 marks The qualities of Level 5 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 5: 27-28 marks As per descriptor</p> <p>High Level 5: 29-30 marks The qualities of Level 5 are securely displayed; material is convincing in range and depth consistent with Level 5.</p> <p>The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.</p>
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NB: The generic level descriptors may be subject to amendment in the light of operational experience.

Note on Descriptors Relating to Communication

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

Unit 1 Assessment Grid

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

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

Question Number	Indicative content	Mark
1	<p>The question is focused on the collapse of central government authority in China in the years 1912-27, and the extent to which the fall of the Qing dynasty was responsible for that collapse.</p> <p>Examiners should note that material dealing with the period before 1900 is unlikely to be relevant.</p> <p>In considering the stated factor, answers may note that the provincial revolts in the last years of the Qing rule suggested that central authority had been breaking down before the 1911 Revolution: they may refer to growing financial weaknesses and the influence of opposition groups. It was one thing to bring about the end of dynastic rule, quite another to find a replacement for it. Other relevant points will include the fact that Yuan Shikai faced several rebellions against his government, some of them in response to the humiliating 21 Demands imposed by Japan in 1915. Following Yuan's death in 1916 central governmental power began to collapse rapidly. The attempted restoration of the Qing in the person of the young Puyi in 1917 failed as Yuan's generals began to take control of various provinces: the Philosopher General in Wuhan, the Model Governor in Shanxi province, and the Old Marshal in the north of the country. A chaotic period followed as they struggled against each other to control different regions: in the wars of 1920-26 several warlords tried to seize Beijing and thus control central government.</p> <p>The era of the warlords was also influenced by the intervention of foreign powers as Japan, Britain, and the USSR each gave their support to different warlords. In the process, the province of Outer Mongolia was able to establish its independence. It was only when Chiang Kai-shek, supported by the USSR, launched the Northern Expedition in 1926, that the process of reunifying China and re-establishing a central government, was begun.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of relevant points, and will support the analysis with a range of accurate factual material, in some depth, before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

Question Number	Indicative content	Mark
2	<p>The question is focused on the survival and spread of the CCP in the years 1927-45, and the extent to which party leadership was responsible.</p> <p>In considering the stated factor answers may refer to the Nanjing massacre of 1927, the failure of the Autumn Harvest uprisings, and to the slump in party membership: all of these seriously weakened the CCP. There was some recovery in party fortunes in the years 1928 and 1934 when Mao Zedong and other party leaders retired to a secure base in Jianxi, where party control was extended over a wide area. The success of the GMD's encirclement campaign forced the CCP leadership to undertake the Long March to the safety of Shaanxi. Answers may refer to some features of the march, such as the crossing of the Dadu River and the Great Snow Mountains, and to the fact that some warlords allowed safe passage through their territory. Although only 5000 of the original marchers of 80,000 reached their destination, the party's survival was insured partly thanks to the united leadership of Mao Zedong and Zhou Enlai. The Japanese invasion was a significant factor in the survival of the GMD. Mao played an important role in forming the Second United Front with the GMD in 1936, and the two parties worked together against the Japanese invasion in the years to 1945.</p> <p>Other factors that promoted the survival and spread of the CCP include the fact that GMD forces alone were unable to resist the spread of Japanese power in Inner Mongolia and Hebei province. The CCP became increasingly popular among the Chinese peasantry, partly because its armed forces treated the peasants with respect, but also because they welcomed CCP promises of land reform.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of relevant points, and will support the analysis with a range of accurate factual material, in some depth, before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

D2 Mao's China, 1949-76

Question Number	Indicative content	Mark
3	<p>The question is focused on the agricultural and industrial policies of the years 1949-57, and requires a judgement on the extent to which these were successful.</p> <p>A balanced answer is not required, and it is likely that answers will focus more on industrial development than on changes in agriculture.</p> <p>The first Five-Year Plan ran from 1952-56. Based on the Soviet model, its aim was to develop heavy industry, especially coal, oil, steel and electric power as the basis for further development in later plans. Prestige projects, such as the bridge across the Yangtse river, were also carried out. In the process, Mao managed to harness the enthusiasm of many, especially young people. The success of the plan might be measured through official statistics, which suggested a growth rate of around 9% pa, though candidates might question the reliability of official figures.</p> <p>The Communist Party moved quickly to establish its control over agriculture. The Agrarian Reform Law of 1950 allowed for the confiscation of landlords' estates and extensive land transfers to the peasants. Although a popular policy (perhaps 60% of the population benefited from it), it involved the frequent execution of the former landlords. Thereafter the government moved slowly on further reforms, encouraging rather than imposing the creation of mutual aid teams and of agricultural producers' cooperatives (APCs). However, from 1955 APCs were forcibly imposed and were almost universal by the end of 1956. Traditional farming methods were thus destroyed.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of relevant points on both agriculture and industry, and will support the analysis with a range of accurate factual material, in some depth, before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

Question Number	Indicative content	Mark
4	<p>The question is focused on Mao's leadership of China in the years 1959-76, and on whether a serious threat to his leadership was ever made.</p> <p>By 1959 Mao's industrial and agricultural policies were obviously failing. The disasters of the Great Leap Forward, epitomised by the backyard furnaces, were accompanied by the famine of 1959-62, caused by policies such as the forced creation of communes, Lysenkoism and sparrowcide. Although the 1959 Lushan conference denied the existence of a famine, Mao faced widespread criticism of his policies from the Central Committee in 1962, which was followed by Deng Xiaoping and Liu Shaoqi exercising greater power in order to revive the economy. While there was no serious attempt to remove Mao from power completely, he launched the Cultural Revolution in 1966 partly to oust Deng and Liu and thus restore his hold over party and country. After the Cultural Revolution had run its course, the Ninth Party Congress of 1969 was a triumph for Mao, whose supporters took nearly half the posts on the Politburo. From 1969 until his death in 1976 Mao's position was assured, although he did clash frequently with Lin Biao, Chen Boda and Deng Xiaoping.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of relevant points, and will support the analysis with a range of accurate factual material, in some depth, before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

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

Question Number	Indicative content	Mark
5	<p>The question requires an explanation of why Tsarist government survived in the years 1881-1914, despite widespread opposition to Tsarist rule.</p> <p>Answers may note the weakness of opposition groups. The Populists had been weakened by the assassination of Alexander II, and by Alexander III's repression. The Socialist Revolutionaries were divided between anarchist and revolutionary wings. The Social Democrats split in 1903 between Mensheviks and the Bolsheviks and were weakened by the exile of some prominent leaders. Liberal opposition did not develop into political parties until after 1905. These internal divisions, and their failure to unite in a broad front against Tsarism, weakened opposition overall. Answers may also note the strong support provided for the government by the Okhrana, the police and the army, with the breaking up of opposition cells and the maintenance of severe censorship of the press.</p> <p>Similarly, the national disorder that followed the Bloody Sunday protest in 1905 lacked coordination and clear leadership. At the same time, the government divided its opposition, appeasing the middle classes with the Dumas, and the peasants with the ending of redemption payments: Stolypin's repression after 1906 further restored Tsarist power.</p> <p>Answers may also consider ways in which Witte's industrial policies and Stolypin's agricultural reforms strengthened the Tsarist system overall.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of relevant points, and will support the analysis with a range of accurate factual material, in some depth, before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

Question Number	Indicative content	Mark
6	<p>The question is focused on the survival of the Bolsheviks in the period from October/November 1917 to 1924, and the extent to which these were achieved thanks to the leadership of Lenin.</p> <p>In considering the stated factor answers may note that Lenin moved rapidly to consolidate his party's hold on government after the fall of the Provisional Government. The dissolution of the Constituent Assembly in January 1918 surprised the Bolsheviks' leading opponents, the Socialist Revolutionaries, who transformed their political opposition into military resistance during the Civil War. Lenin went on to introduce policies aimed at gaining popular support, including the decree on land and the negotiation of peace with Germany in 1918. Lenin was also prepared, not only to introduce War Communism in order to maintain war production during the Civil War, but to replace it with the NEP in 1921 to stave off popular unrest and ensure the rapid revival of the economy. Answers may note the flexibility of Lenin's policies, aimed at ensuring the party's survival.</p> <p>Other factors that explain Bolshevik survival include the course and outcome of the Civil War. Trotsky had created an effective fighting force of five million men by 1921, and he displayed strong leadership qualities during the civil war. Equally, the forces of Denikin, Kolchak and Yudenich never coordinated their campaigns against the Bolshevik armies. Foreign intervention, notably by Britain and France, the USA and Japan, was never very significant, and most of their forces were withdrawn after November 1918.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of relevant points, and will support the analysis with a range of accurate factual material, in some depth, before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

D4 Stalin's Russia, 1924-53

Question Number	Indicative content	Mark
7	<p>The question is focused on the power struggle of the years 1924-29, and the extent to which Stalin's positions in party and government ensured his emergence as the country's leader.</p> <p>In considering the stated factor, answers do not have to refer to all the positions which Stalin held. His role as General Secretary proved crucial to his success. The office gave him a leading position in party and government, and he was able to pack meetings and congresses with his own supporters. The Lenin enrolment gave party membership to a large number of people who owed their party membership to Stalin, and became his strong supporters. Answers may also refer to the influence that Stalin's leadership of the Workers' and Peasants' Inspectorate and his position as Commissar for Nationalities bestowed on him.</p> <p>Other relevant factors that explain Stalin's success include the weaknesses of his opponents, notably Trotsky, who never established a power base within the party. The debate over the future of the NEP revealed different views on the whole future of the revolution, and were therefore central to the succession issue. Answers may also note Stalin's promotion of the Leninist cult, the suppression of Lenin's Testament, and the support given to his policy of Socialism in One Country.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of relevant points, and will support the analysis with a range of accurate factual material, in some depth, before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

Question Number	Indicative content	Mark
8	<p>The question is focused on the government's agricultural policies in the years 1928-41, and requires a judgement on the extent to which these were successful.</p> <p>Answers may note the reasons for the introduction of collectivisation, with reference to the inefficient state of Russian agriculture, the fact that communism had not been extended to the countryside, and links may be established between Stalin's ambitions for both agriculture and industry. The grain procurement crisis gave Stalin the chance to introduce collectivisation from 1928. Candidates may explain how the policy was developed, noting that 'Dizzy with Success' proved to mark only a temporary respite in the sustained campaign for agricultural change.</p> <p>In considering the extent of success, answers may focus on the disastrous collapse in output and the wholesale slaughtering of livestock: the Ukrainian Holodomor; and the liquidation of the kulaks as a class. However, collectivisation did provide a steady supply of food for the cities and for export; allowed millions of peasants to move to the cities and thus boost industrial development; and finally established firm communist control in rural areas. Candidates may also note the building of new hospitals and schools in the countryside, and the creation of the Machine and Tractor Stations (MTS). Answers may refer to the fact that peasant families were allowed small plots of land for their own use.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of relevant points, and will support the analysis with a range of accurate factual material, in some depth, before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

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

Question Number	Indicative content	Mark
9	<p>The question is focused on the extent to which the improved status of African Americans in the years 1945-57 was due to the impact of the Second World War.</p> <p>In considering the stated factor, answers may note that African American consciousness was influenced by anti-fascist propaganda during the war, which called for freedom, equality and the destruction of Nazi racism, and many supported the Double V campaign during and after the war. The northern migration during the war had led to greater urbanisation and good job opportunities, which combined to promote a more activist outlook; and there was less open discrimination and segregation in the north. African Americans were aware, overall, of the significant contribution they had made to the defeat of Germany and Japan. Answers may point to the growth in membership of the NAACP both during World War II and the post-war years. The most important feature of its work in the stated period was the support it gave to significant cases brought before the Supreme Court, such as <i>Morgan vs Virginia</i> in 1946 and <i>Sweatt vs Painter</i> of 1950. Its greatest legal successes were the <i>Brown</i> judgements of 1954 and 1955, which aimed to desegregate schools.</p> <p>Other factors that improved the status of African Americans include the contribution of President Truman. To Secure These Rights of 1947 aimed at, but failed to achieve, significant improvements for African Americans. However Truman used executive orders to create the Fair Employment Board, and to desegregate the armed forces. During the stated period voter registration continued to grow.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of relevant points, and will support the analysis with a range of accurate factual material, in some depth, before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

Question Number	Indicative content	Mark
10	<p>The question is focused on the extent to which the rise of militant African American protest movements in the 1960s was responsible for limiting the effectiveness of the civil rights movement.</p> <p>In considering the stated factor, answers may refer to the growth of black power movement's and the strong leadership provided by men such as Malcolm X, who demanded fundamental social and economic change, especially in the urban ghettos. The radical Black Panther movement had a significant following among young people for a short while in the late 1960s. These developments led to marked divisions between Black Power organisations and the more moderate groups such as the NAACP.</p> <p>Other reasons for the limited effectiveness of the civil rights movement during this period include the revival of the Ku Klux Klan, who were responsible for actions such as the murder of three civil rights activists in Mississippi. President Johnson's support for civil rights declined after the passing of the Civil Rights Act of 1964, and because of the opposition of some civil rights leaders to the Vietnam War. King's policy of peaceful protest, which had been effective in the South, attracted little support in the North, as was demonstrated in Chicago in 1966.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of relevant points, and will support the analysis with a range of accurate factual material, in some depth, before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

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

Question Number	Indicative content	Mark
11	<p>The question is focused on the extent to which both the USA and China achieved their objectives in Korea in the years 1950-53.</p> <p>Answers focused exclusively on either the USA or China cannot access Level 5.</p> <p>Answers may place US objectives in Korea within the Cold War context of the time. Truman was determined to contain North Korea and to prevent it spreading communism by a successful campaign against the South. The USA also wished to uphold the position of the UN in world affairs, and to counter an obvious breach of international law. An important US interest was to protect Japan from any communist threat: in the years since 1945 Japan was developing into a useful US ally in an important region. MacArthur's invasion was initially very successful, and pushed North Korean forces out of the south. At this point the policy of containment changed to one of rollback, with the intention of ending communist rule in North Korea. This objective was never achieved. By 1953, however, the USA had achieved most of its original objectives.</p> <p>China was also operating in the Cold War context, and as a result of its close alliance with the USSR. Mao wanted to preserve the independence of North Korea so that there were no hostile forces on China's borders. He also aimed at consolidating the CCP's recently acquired power in China with a major foreign policy success. By the time of the armistice in 1953 Chinese troops had shown themselves able to mount a successful resistance to US forces: Chinese prestige, especially in the communist world, had risen dramatically; and North Korea continued as an independent state and an ally of the Chinese.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of relevant points, and will support the analysis with a range of accurate factual material, in some depth, before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

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12	<p>The question requires an explanation of why Presidents Johnson and Nixon were unable to achieve complete victory in Vietnam in the years 1963-73.</p> <p>Answers that deal only with one of the two presidents cannot access Level 5.</p> <p>Answers may note the Johnson decided on a massive escalation of US involvement following the Gulf of Tonkin resolution. By the end of 1965 there were 200,000 US ground troops deployed in Vietnam, but this rapid escalation brought few tangible successes. Operation Rolling Thunder, and Operation Steel Tiger against the Ho Chi Minh Trail, both failed to achieve their objectives and the use of chemical weapons had only a limited effect. Johnston’s refusal to extend the war to Laos and Cambodia limited the war effort overall. US generals were unable to provide an effective counter to guerrilla warfare by the North Vietnamese. The morale of US forces was very low as they failed to achieve any obvious successes.</p> <p>Nixon realised that victory in Vietnam was an almost impossible objective. He therefore pursued a twin strategy of Vietnamisation and diplomatic activity, aimed at winding down US involvement in Vietnam. The former failed to achieve its objectives because the ARVN suffered large numbers of desertions, and never developed into an effective fighting force. Nixon’s diplomatic activity with China and the USSR achieved some success, while Kissinger’s attempts to hammer out a peace settlement finally bore fruit in 1973.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of relevant points, and will support the analysis with a range of accurate factual material, in some depth, before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

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

Question Number	Indicative content	Mark
13	<p>The question is focused on Reagan’s economic policies in the years 1981-89, and requires a judgement on the extent of their success.</p> <p>In 1980 domestic and foreign problems had led to high unemployment and inflation in the USA, accompanied by very low economic growth. Reagan believed in the benefits of supply-side economics, and his policies of economic reform were the most ambitious since the New Deal of the 1930s. His budget of 1981 included massive tax cuts totalling \$280 billion, and he intended to allow the national debt to grow rather than cut government programmes. In the short term, Reagan’s policies appeared disastrous, as unemployment and inflation continued to rise in 1982. In the long term, however, his economic programme had some notable successes: by the end of his second term inflation and interest rates had fallen rapidly, 16 million new jobs were created, and the economy had grown by one third. Answers may also note Reagan’s policy of deregulating industry and increasing defence spending. On the other hand, answers may address some contrary evidence, such as massive cuts in the education and welfare budgets, a tripling of the national debt to \$2.6 trillion, and the sharp rise in the number of Americans living below the poverty line.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of relevant points, and will support the analysis with a range of accurate factual material, in some depth, before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

Question Number	Indicative content	Mark
14	<p>The question requires a judgement on the extent to which the USA became more tolerant of the rights of individuals in the years 1968-2001.</p> <p>Answers may focus largely on issues concerning women and gay people. Reference to minority groups may be relevant if the rights of individuals are considered.</p> <p>During the 1960s and 1970s a powerful campaign was under way to improve the status of women. The National Organisation of Women promoted the Equal Rights Amendment of 1972, but it failed to secure ratification. The Supreme Court's decision in Roe vs Wade of 1972 was a major victory for women who had campaigned in favour of abortion for many years. The 1970s saw a further advances for women's rights, including growing financial independence. There were few landmark advances from within thereafter: traditional attitudes towards women remained strong, especially in the South, and a glass ceiling existed in many occupations, which prevented women from gaining promotions. During the stated period there were significant advances in the rights of gay people. The Stonewall riots of 1969 led to the growth of Gay Power, and from 1980 the Democrats gave official support to gay rights. Clinton's policy of 'Don't Ask, Don't Tell', and the growing demands for gay civil unions to be registered, suggested a growing tolerance towards gay people.</p> <p>Answers may note some contrary evidence that challenges the premise of the question. The Religious Right promoted traditional standards such as family values, and campaigned, sometimes violently, against the growth of feminism and gay rights. There were increasing attacks on abortion clinics and on individual homosexuals from the 1980s.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of relevant points, and will support the analysis with a range of accurate factual material, in some depth, before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

