

# Mark Scheme (Results) January 2010

GCE

## 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>

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 Nationalist party's domestic policies in the years 1925-37, and requires a judgement on the success of their policies. Between 1925 and 1928 Chiang Kai-shek had significant successes in suppressing the warlords, notably in the Northern Expedition of 1926. By December 1928 most of China had been reunited under the GMD government, with a new capital established at Nanjing. The GMD drew their support from the urban and rural élites and the richer peasants, which did not make for an extensive power base. Chiang established the New Life Movement, with its traditional Confucian values of respect for authority, as a way of promoting national renewal. There were some successes to his credit, including new roads and railways, steamer transport and airlines. Electrical power became more extensive, and a consumer society was forming in the cities. The reduction of foreign concessions and the establishment of full control over customs duties were notable achievements. However, many Chinese still lived in appalling poverty; education provision was poor; the national infrastructure was weak, and military spending led to a huge budget deficit. Answers may also refer to the failed encirclement campaigns against the CCP, and to the growing Japanese expansion into China, especially between 1931 and 1936. 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 attempt an explanatory focus with some support will access Level 3, though there may be passages of free-standing narrative. At Level 4 there will be an attempt to analyse the GMD's successes, though the answer may lack balance. At Level 5 will be answers which attempt to evaluate a number of relevant points, and which draw reasoned conclusions on the question.</p>	30

Question Number	Indicative content	Mark
2	<p>The question is focused on foreign intervention in China between 1937 and 1949, and the extent to which this contributed to the success of the CCP. Between 1937 and 1945 Soviet and US military intervention provided assistance to the Second United Front's struggle against Japan. During this period the prestige of the CCP grew as a result of their joint actions with the Nationalists. In 1945 both Stalin and Truman wanted to maintain the CCP/GMD coalition into peacetime, though discussions led by General Marshall had achieved nothing by 1947. Stalin gave a significant boost to the CCP by handing over to them vital Japanese military equipment in 1945, but did little to assist the party thereafter. On the contrary, he showed support for the GMD by handing over Manchurian cities to them. Thereafter foreign support for both sides became insignificant as the civil war broke out, leading to the CCP victory in 1949. Other factors which influenced the victory of the CCP may be addressed, including the Nationalists' political and military mistakes, Lin Biao's leadership of the PLA, and the CCP's promise of social and political reform. 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 attempt an explanatory focus with some support will access Level 3, though there may be passages of free-standing narrative. At Level 4 there will be an attempt to analyse a number of different factors which contributed to the CCP's success, though the answer may lack balance. At Level 5 will be answers which attempt to evaluate a number of relevant factors, and which draw reasoned conclusions on the question.</p>	30



D2 Mao's China, 1949-76

Question Number	Indicative content	Mark
3	<p>The question is focused on the Five-Year Plans of 1952-62, and on the extent to which they modernised the Chinese economy. The first plan aimed to develop heavy industry, with prestige projects such as the bridge across the Yangtse. The plan was deemed a great success, with a growth rate of 9% pa, and major advances in coal, steel, electrical power and chemicals. The second plan was intended to advance China's economy from a rural agricultural base to an urban industrial economy. Mao expected mass efforts based on heavy industry and large projects, such as Tiananmen Square. However, the plan was characterised by disorder. State enterprises performed badly, with no wage differentials as incentives, and no initiative expected from managers. Backyard furnaces produced worthless and useless metal. There were some signs of expansion to 1960, but progress fell off thereafter. Factories were not run efficiently and there was no quality control. China still had few technical skills among its workforce to draw on. Political interference made it difficult for the plan to succeed as an economic project, and the decline of output during the plan's operation led to criticism of Mao's policies within the top ranks of the CCP. 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 attempt an explanatory focus with some support will access Level 3, though there may be passages of free-standing narrative. At Level 4 there will be an attempt to analyse the extent to which the Chinese economy was modernised, though the answer may lack balance. At Level 5 will be answers which attempt to evaluate the First Five Year Plan and the Great Leap Forward, and which draw reasoned conclusions on the question.</p>	30

Question Number	Indicative content	Mark
4	<p>The question is focused on the Cultural Revolution from the mid-1960s onwards, and on the extent to which it strengthened Mao's hold over China. The failure of Mao's economic policies from 1962 strengthened the power of Deng Xiaoping and Liu Shaoqi. Mao tried to shore up his power by turning to Lin Biao and the PLA, leading to serious divisions between army and party by 1965. In the summer of 1966 Mao launched the Cultural Revolution with PLA support in order to preserve his personal power by destroying his party opponents; to break the power of the bureaucrats; and to effect a revolutionary remoulding of Chinese society and culture. The resulting chaos forced the PLA to take over the Cultural Revolution from the Red Guards and re-establish order through brutal repression. The Ninth Party Congress of 1969 was a triumph for Mao and the PLA, who took nearly half the posts on the Politburo. Thereafter there was no effective attempt to mount a challenge to Mao's power. A simple description of some of these developments, perhaps focused on the years 1966-68 and the Red Guards, will be marked in Levels 1 and 2, and progression will depend on the relevance and range of material offered. At Level 3 answers will begin to address the significance of the Cultural Revolution in defeating Mao's enemies, 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 importance of the Cultural Revolution for Mao, the CCP and the PLA, though the answer may lack balance. At Level 5 will be those</p>	30

	who can offer some evaluation of the significance of the Cultural Revolution, and on the extent to which it strengthened Mao's power base, weakened the CCP, and produced the increasing militarisation of Chinese politics.	
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D3 Russia in Revolution, 1881-1924: From Autocracy to Dictatorship

Question Number	Indicative content	Mark
5	<p>The question is focused on the years 1906-14, and requires a judgement on the extent to which Russia experienced a period of reform. Answers should consider both economic and political modernisation. Stolypin focused on agricultural reforms as a means of feeding the growing population of the towns and cities, as well as 'de-revolutionising' the peasants. The abolition of outstanding mortgage payments and the creation of the Land Bank were intended to create a class of prosperous peasants attached to the Tsarist system, while attempts to resettle peasants in remote areas and to abolish the strip system of farming were intended to boost agricultural production. These reforms would take time to work, and the extent of modernisation was not clear when Stolypin was assassinated in 1911. Political modernisation might be assumed from the creation of the Dumas, though they were hampered from the outset by the Fundamental Laws which maintained the Tsar's autocratic powers. The first two Dumas were rapidly dissolved, with martial law and fierce repression used to quell unrest. The third Duma was more cooperative thanks to the changed electoral system, and passed some useful social reforms. The fourth Duma was even bold enough to criticise some aspects of government policy. 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 attempt an explanatory focus with some support will access Level 3, though there may be passages of free-standing narrative. At Level 4 there will be an attempt to analyse the nature and extent of economic and political reform, though the answer may lack balance. At Level 5 will be answers which attempt to evaluate a number of relevant points, and which draw reasoned conclusions on the question.</p>	30

Question Number	Indicative content	Mark
6	<p>The question is focused on the strength of the Bolsheviks from 1917 to 1924, and the extent to which Lenin was responsible for the maintenance of Bolshevik power. Answers may refer to the impact of Lenin's return to Russia in April 1917, the April Theses, and the strategy he adopted to overthrow the Provisional Government and seize power. The decrees on peace, land and workers control were popular with many different groups, and the dissolution of the Constituent Assembly in January 1918 further strengthened the Bolsheviks. Lenin's role in the civil war may be assessed, including the introduction of War Communism and the use of terror. The crushing of the Kronstadt revolt, the introduction of NEP, and structural developments within the Bolshevik Party, may also be considered. Other factors which contributed to Bolshevik success include the role of Trotsky during this period, the importance of Brest Litovsk, and the Bolshevik image as patriots fighting foreign intervention during the Civil War. 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 attempt an explanatory focus with some support will access Level 3, though there may be passages of free-standing narrative. At Level 4 there will be an attempt to analyse a number of factors which contributed to the Bolsheviks' growing hold on power, though the answer may lack balance. At Level 5 will be answers which attempt to evaluate a number of relevant factors, and which draw reasoned conclusions on the question.</p>	30

D4 Stalin's Russia, 1924-53

Question Number	Indicative content	Mark
7	<p>The question is focused on the rise of Stalin in the years 1924-29, and the significance of the personalities of the contenders to succeed Lenin in explaining his success by 1929. Answers may refer to Stalin as a practically minded and effective administrator, who acted ruthlessly to further his own ambitions. In comparison, his leading opponent, Trotsky, displayed poor judgement when dealing with people, was unwilling to cultivate support within the party, and preferred to work as an individual rather than as a team member. Kamenev and Zinoviev did not display the strength of ambition required to take the leadership, while Bukharin refused to build up a power base within the party due to a sense of loyalty. Other factors which contributed to Stalin's ultimate success include the suppression of Lenin's Testament, Stalin's use of the Lenin legacy, the significance of the ban on factions for both Left and Right Opposition, the debate over Permanent Revolution and Socialism in One Country, and Stalin's ability to play his rivals off against each other. 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 attempt an explanatory focus with some support will access Level 3, though there may be passages of free-standing narrative. At Level 4 there will be an attempt to analyse the different factors which contributed to Stalin's success, though the answer may lack balance. At Level 5 will be answers which attempt to evaluate a number of relevant factors, and which draw reasoned conclusions on the question.</p>	30

Question Number	Indicative content	Mark
8	<p>The question is focused on Stalin's social policies in the period to 1945, and the extent to which they influenced the lives of women and children. Stalin disapproved on Lenin's liberal social policies which had led to the breakdown of family life and the growth of bands of street orphans. The decrees of July 1936 declared the family to be the basis of Soviet society, restricted abortion and divorce, and outlawed homosexuality; and the terms of this decree were further tightened in 1944. This emphasis on family and motherhood, and the winding up of Zhenotdel in 1930, restricted the rights of women. Married women with children faced huge burdens as industrialisation pulled them into the workplace. By 1945 half of all Soviet workers were female, and 500,000 women had served in the armed forces. Lenin's disregard of education was also reversed, since Stalin knew that a modern society required an educated literate population able to accept order and discipline. Education was compulsory for ten years, with a defined core curriculum and strong discipline in schools. The Young Pioneers and the Komsomol had ten million members by 1940, who had pledged total obedience to Stalin and the party. 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 attempt an explanatory focus with some support will access Level 3, though there may be passages of free-standing narrative. At Level 4 there will be an attempt to analyse a number of significant changes to the lives of children and women, though the answer may lack balance. At Level 5 will be answers which attempt to evaluate a range of relevant points, and which draw reasoned conclusions on the question.</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 changing status of African Americans in the years 1945-64, and the significance of the Federal Government in influencing that change. Truman ended segregation in the army in 1948, and the Fair Employment Board ended racial discrimination in federal employment; but he was unable to overcome the opposition of Congress during his presidency. The Supreme Court ruling in the case of <i>Brown v Board of Education of Topeka</i> was a landmark decision, but enforcing the decision in this period proved very difficult. At Little Rock in 1957 Eisenhower was compelled to send in federal troops to enforce desegregation. Laws to give federal judges more power to enforce African American voter registration in 1957 and 1960 proved ineffective. The Supreme Court's ruling on bus segregation came as a result of the boycott in Montgomery. During the early 1960s the Kennedy brothers intervened at various times to support King and the civil rights movement, and Johnson played an important role in the passage of the Civil Rights Act of 1964. Other factors which affected the status of African Americans during these years include the role of the NAACP, the effects of the northern migration, and the genesis of the civil rights movement at Montgomery. 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 attempt an explanatory focus with some support will access Level 3, though there may be passages of free-standing narrative. At Level 4 there will be an attempt to analyse a number of different factors which improved the status of African Americans, though the answer may lack balance. At Level 5 will be answers which attempt to evaluate a range of relevant points, and which draw reasoned conclusions on the question.</p>	30

Question Number	Indicative content	Mark
10	<p>The question is focused on the civil rights movement in the 1960s, and the extent to which divisions within the movement limited its effectiveness overall. Answers may point to the successes of the SNCC and of Martin Luther King in the early 1960s, including the Greensboro protest in 1960, the Freedom Rides of 1961, and the concrete successes of 1963-65, including the landmark Civil Rights Act of 1964. However, there were growing divisions within the African American community over the role of peaceful protest, as shown by the rise of Stokely Carmichael as leader of the SNCC. Black Power, which had been foreshadowed by Malcolm X in the early 1960s, had emerged by the mid-1960s as a significant force. With the rise of the Black Panthers, Black Power would challenge the whole of King's philosophy. Growing divisions led King to modify some of his views. He came out against the Vietnam war in 1967, and began to work for social and economic changes for black people as well as political equality. Although the civil rights movement had substantial achievements to its credit by 1968, the movement was weakened by King's assassination and divided over its future tactics. 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 attempt an explanatory focus with some support will access Level 3, though there may be passages of free-standing narrative. At Level 4 there will be an attempt to analyse a number of factors which influenced the effectiveness of the civil rights movement, though the answer may lack balance. At Level 5 will be answers which attempt to evaluate a number of relevant points, and which draw reasoned conclusions on the question.</p>	30

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

Question Number	Indicative content	Mark
11	<p>The question is focused on the Korean War of 1950-53 and on the reasons for the extent of US involvement in the conflict. The 1950 resolution NSC-68 confirmed that the USA intended to defeat the spread of Communism anywhere in the world, and thus to extend the Truman Doctrine to any country. Following North Korea's invasion of the south Truman, responding to the UN resolution, sent US troops to Korea as part of a multinational intervention. Following the landing at Inchon MacArthur achieved the containment of the north by pushing their troops back across the 38<sup>th</sup> parallel. However, Truman changed the political objective of the campaign from containment to rollback, thus regaining the initiative in the Cold War by regaining territory from the Communists. The subsequent intervention by China and US counterattacks meant that by the spring of 1951 fighting had become bogged down around the 38<sup>th</sup> parallel. Deadlock followed as the US would not pull out and allow South Korea to fall to the north, and the situation was only resolved following the election of Eisenhower in 1952 and the death of Stalin in 1953. Changing US objectives may be linked to Truman's domestic unpopularity, the anti-Communist frenzy in the US, and divisions on strategy which led to the dismissal of MacArthur. An answer which focuses on the origins of the Korean War may, because of the material being used, reach the highest mark in Level 4. 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 attempt an explanatory focus with some support will access Level 3, though there may be passages of free-standing narrative. At Level 4 there will be an attempt to analyse a number of reasons for the development of US involvement, though the answer may lack balance. At Level 5 will be answers which attempt to evaluate a range of relevant points, and which draw reasoned conclusions on the question.</p>	30

Question Number	Indicative content	Mark
12	<p>The question is focused on growing conflict in Vietnam in the 1960s, and the extent to which Kennedy was responsible for the intensification of the conflict. While Eisenhower had provided some financial support for Diem along with a small number of advisers, Kennedy began a process of escalation. He needed to dispel the idea that he was weak in dealing with Communism, as evidenced by the Vienna summit in 1961 and the Bay of Pigs fiasco. The number of military advisers to Diem's army rose from 800 in 1961 to 12,000 in 1962 and 17,000 by 1963. At the same time Kennedy increased supplies of weaponry to the South Vietnamese, though this growing involvement was largely kept from the American public. Answers may also note that Johnson, supported by the Gulf of Tonkin resolution and his election success in 1964, escalated US involvement dramatically. The first contingent of 3500 ground troops went to Vietnam in 1965: there were 200,000 by the end of the year, and 535,000 by 1968. Other reasons for the growing conflict include fear of Communist expansion, Chinese and Soviet support for North Vietnam, the ineptitude of Diem and his policies, the failure of Westmoreland's policy of attrition in the mid-1960s, and the broadly supportive policy of the US Congress. 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 attempt an explanatory focus with some support will access Level 3, though there may be passages of free-standing narrative. At Level 4 there will be an attempt to analyse a number of</p>	30

	different reasons for the growing conflict, though the answer may lack balance. At Level 5 will be answers which attempt to evaluate a range of relevant points, and which draw reasoned conclusions on the question.	
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D7 Politics, Presidency and Society in the USA, 1968-2001

Question Number	Indicative content	Mark
13	<p>The question is focused on economic developments in the period 1980-2001 and the extent to which free market ideas were responsible for the sustained economic expansion of 1983-2001. Answers may consider the development of Reaganomics in the 1980s. This programme included reductions in taxation and attempts to reduce the level of federal expenditure. In 1986 Reagan's belief in supply-side economic theory led to reduced taxes on the highest income groups and a relaxed attitude to rising federal debt. Free market policies continued under Bush, though his tax increases contributed to his re-election defeat. Clinton was not associated with liberal Democrats and their policies of intervention in the economy; and his presidency saw eight years of continuous economic growth. Other factors which promoted economic growth include the declining power of trade unionism, the ending of the Cold War and its impact on military spending, global stability of world trade and the importance of NAFTA. 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 attempt an explanatory focus with some support will access Level 3, though there may be passages of free-standing narrative. At Level 4 there will be an attempt to analyse a number of different factors which contributed to economic growth, though the answer may lack balance. At Level 5 will be answers which attempt to evaluate a range of relevant points, and which draw reasoned conclusions on the question.</p>	30

Question Number	Indicative content	Mark
14	<p>The question is focused on race relations in the years 1968-2001, and on the extent to which different racial groups achieved equality of status with the white majority. The question requires consideration of more than one racial group; an answer focused exclusively on one group, probably black people, will not achieve more than Level 3; consideration of any two groups will allow candidates to access any level. Black people benefited from the rise of prominent individuals as role models, such as Michael Jordan, Oprah Winfrey and Colin Powell, while Jesse Jackson mounted the first serious bid for the presidency by a black candidate. However, there were still glass ceilings for the upwardly mobile, leading to discrimination claims against Coca-Cola and Texaco among others, and neighbourhoods and schooling remained effectively segregated. Latino and Asian immigrants, who avoided political involvement and activism, integrated very successfully into US society. Native Americans, many of whom were involved in Red Power in the 1970s, saw growing recognition of their tribal sovereignty. Candidates may consider the role of the Federal government in promoting equality of status, notably during Clinton's presidency. 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 attempt an explanatory focus with some support will access Level 3, though there may be passages of free-standing narrative. At Level 4 there will be an attempt to analyse a number of points concerning greater equality, though the answer may lack balance. At Level 5 will be answers which attempt to evaluate a range of relevant material, and which draw reasoned conclusions on the question.</p>	30



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