

Mark Scheme (Results) January 2011

GCE

GCE History (6HI01/D)

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General Marking Guidance

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

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

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

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

GCE History Marking Guidance

Marking of Questions: Levels of Response

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

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

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

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

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

Deciding on the Mark Point within a Level

The first stage is to decide the overall level and then whether the work represents high, mid or low performance within the level. The overall level will be determined by the candidate's ability to focus on the question set, displaying the appropriate conceptual grasp. Within any one piece of work there may well be evidence of work at two, or even three levels. One stronger passage at Level 4 would not by itself merit a Level 4 award - but it would be evidence to support a high Level 3 award - unless there were also substantial weaknesses in other areas.

Assessing Quality of Written Communication

QoWC will have a bearing if the QoWC is inconsistent with the communication descriptor for the level in which the candidate's answer falls. If, for example, a candidate's history response displays mid Level 3 criteria but fits the Level 2 QoWC descriptors, it will require a move down within the level.

Unit 1: Generic Level Descriptors

Target: AO1a and AO1b (13%)

(30 marks)

Essay - to present historical explanations and reach a judgement.

Level	Mark	Descriptor
1	1-6	<p>Candidates will produce mostly simple statements. These will be supported by limited factual material which has some accuracy and relevance, although not directed at the focus of the question. The material will be mostly generalised. There will be few, if any, links between the simple statements.</p> <p>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 factual material 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 breakdown of central government control in China in the years 1916-26, and requires a judgement on the reasons for that breakdown. Candidates may place the given period into context with reference to the provincial revolts in the last years of Qing rule, and the huge psychological impact of the fall of the dynasty. They may also note that there were some revolts against Yuan Shikai's government. Following Yuan's death in 1916 central control began to collapse, and the attempted restoration of Puyi in 1917 failed. In the process, Yuan's generals began to seize control of various provinces, including the Philosopher General in Wuhan and the central region, the Model Governor in Shanxi province, and the Old Marshal in the north. A chaotic period followed as they fought each other for control of different regions. In the wars of 1920-26 each tried to seize Beijing and thus control the central government. Events were complicated by foreign powers, notably Japan, the USSR and Britain supporting different generals. Towards the end of the period the GMD, reorganised and armed by the USSR, became strong enough to launch the Northern Expedition of 1926, which had as its outcome the restoration of central government centred on Nanjing. A simple outline of some of these events will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. Those who begin to offer an analysis of reasons for the collapse of central government will access Level 3, although there may be significant narrative or descriptive material. At Level 4 there will be an explicit attempt to assess a number of reasons for the weaknesses of the national government, though the answer may lack balance. At Level 5 there will be some attempt to evaluate a number of reasons for the chaotic rule during the given period, with clear and developed conclusions.</p>	30

Question Number	Indicative content	Mark
2	<p>The question is focused on the survival and success of the CCP in the years 1934-49, and the significance of Chiang Kai-shek's leadership in that outcome. In considering the given factor, candidates may consider the GMD's encirclement campaigns against the CCP. While these finally succeeded in driving the CCP out of Jianxi, the CCP survived the Long March, and reached the safety of Shaanxi, where they could rebuild and regroup. Chiang's inability to prevent Japanese expansion into China led to the Second United Front with the CCP in 1936, which guaranteed the survival of the Communists until 1945. In the post-war conflict with the CCP, Chiang allowed the party to take Manchuria in March 1945; his attempts to regain the province in 1946 failed, partly because he was too far from his power base. In 1948 the GMD's ability to resist CCP expansion began to collapse, leading to Mao's victory in 1949. A simple description of some of these events will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. At Level 3 answers will begin to address some of Chiang's failures, 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 given factor along with other relevant points. These may include the leadership of Mao and Zhou Enlai; Chiang's rigid and unchanging methods; the popularity of the CCP in areas they controlled; and Lin Biao's leadership of the PLA during the civil war. At Level 5 will be those who can offer some evaluation of the significance of Chiang's leadership along with the role of other factors contributing to the CCP's ultimate success.</p>	30

D2 Mao's China, 1949-76

Question Number	Indicative content	Mark
3	<p>The question is focused on the Chinese famine of 1959-62, and on the extent to which it was caused by Mao's agricultural policies since 1949. In considering the given factor, candidates may refer to Mao's policy after 1949, when landlord estates were confiscated and redistributed to the peasants. This policy was short-lived, and was followed by collectivisation and, in the mid-1950s, the development of the communes. This policy, which was imposed by force in 1956-58, led to the creation of 70,000 large communes under complete state control, with private farming abolished and individual initiatives forbidden. This massive disruption of traditional farming was followed by the famine of 1959-62. A simple description of some of these developments will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. At Level 3 answers will begin to address the significance of Mao's policies, possibly focused on the communes, though there may be significant descriptive or narrative material. At Level 4 candidates will offer reasonable range and depth of accurate and appropriate material and may address a number of relevant factors contributing to the disasters of 1959-62. These may include reference to Lysenkoism. These fraudulent theories of crop growth were imposed with no attention paid to climate or local conditions, while the destruction of flocks of sparrows led to the ravaging of grain crops by rats and small creatures. The party conference at Lushan in 1959 denied the existence of the famine, which meant that it could not be relieved; and the deliberate extension of the commune system to Tibet, which failed to take into account traditional Tibetan methods, exported the famine to that province. At Level 5 will be those who can offer some evaluation of a range of factors contributing to the famine, drawing clear and developed conclusions.</p>	30

Question Number	Indicative content	Mark
4	<p>The question is focused on Mao's social policies of 1949-76, and the extent to which they improved the lives of the Chinese people. Answers may refer to policies designed to improve the lot of women. The Marriage Law of 1950 led to an explosion in the divorce rate, which disrupted traditional social mores, though it was largely ignored in outlying regions of the country. This was also true of attempts to promote gender equality and the right of women to own property, which conflicted with traditional and ingrained prejudices. Campaigns for educational provision improved the literacy rate from 20% in 1949 to 70% in 1976, but by Mao's death only 1% of the population held a university degree, and only 35% of children were educated after the age of 12. Medical provision, especially for distant regions of the country, was extended as more doctors and nurses were trained. Candidates may also refer to religious policies, and that traditional customs and seasonal rituals, especially in the countryside, were attacked as being apparently anti-revolutionary. A simple description of some of these developments, perhaps focused on the role of women, will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. At Level 3 answers will begin to address the impact of some of Mao's social policies, but may include significant descriptive or narrative material. At Level 4 candidates will offer reasonable range and depth of accurate and appropriate material and will address the extent to which the lives of the Chinese people improved under Mao, though the answer may lack balance. At Level 5 will be those who can offer some evaluation of the significance of social policy in these years, perhaps noting that a more equal society was accompanied by the growth of labour camps for dissidents, and drawing clear and developed conclusions.</p>	30

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

Question Number	Indicative content	Mark
5	<p>The question is focused on the revolutions of 1905 and March 1917, and requires a judgement on the reasons why Tsarism survived the first revolution but not the second. Answers may refer to the repressive nature of Tsarist rule since 1881, and the loyalty of its traditional supporters. By the early 1900s there were serious problems in both agriculture and industry which, coupled with setbacks in the war with Japan, led to the Bloody Sunday protest of January 1905. Its suppression led to nationwide disorder, but these rebellions were not coordinated or led by any parties or national leaders. Tsarism was able to appease its middle class opponents with the promise of a Duma, and the peasants with the cancellation of redemption payments. Candidates may note that in some ways Tsarism emerged even stronger from the difficulties of 1905. March 1917, however, saw an accumulation of very acute problems. The war produced little but military setbacks and the dislocation of supplies of food and fuel to the towns, while the rule of Alexandra and Rasputin seemed characterised by incompetence. The March revolution was a spontaneous uprising against Tsarism, and a major difference between March 1917 and 1905 was that traditional supporters of Tsarism, including army officers and the Duma, deserted the Tsar. A simple description of some of these events will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. At Level 3 answers will begin to address some reasons for the outcome of the two revolutions, 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 a number of reasons for the survival and then fall of Tsarism, though the answer may lack balance. At Level 5 will be those who can offer some evaluation of the outcome of the two revolutions, and who draw clear and developed conclusions.</p>	30

Question Number	Indicative content	Mark
6	<p>The question is focused on the survival of Bolshevik rule between 1917 and 1924, and the extent to which brutal methods were responsible for the maintenance of Bolshevik power. In considering the given factors, candidates may note the use of brutality from the outset of Bolshevik rule. The Constituent Assembly was forcibly dissolved in January 1918, and the Cheka, under the efficient leadership of Dzerzhinsky, was remorseless in eliminating the government's opponents, as during the Red Terror of 1918, which was aimed chiefly at the middle class. The imperial family, a possible focus of opposition, was executed, along with hundreds of thousands of ordinary citizens. Brutality was also apparent in the treatment of soldiers during the Civil War. A simple outline of some of these points will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. Those who begin to offer an analysis of the role of brutal methods will access Level 3, although there may be significant narrative or descriptive material. At Level 4 there will be an explicit attempt to assess the role of brutality, and candidates may consider other relevant factors which contributed to the maintenance of power. These may include the ending of the war at Brest Litovsk; victory in the civil war and the collapse of foreign intervention; the poor leadership of the White forces by men such as Denikin and Kolchak; the role of the Red Army under Trotsky's leadership; and the leadership's willingness to change disastrous policies such as War Communism. At Level 5 there will be some attempt to evaluate the significance of various factors which contributed to Bolshevik survival.</p>	30

D4 Stalin's Russia, 1924-53

Question Number	Indicative content	Mark
7	<p>The question is focused on the struggle for power following the death of Lenin in 1924, and the importance of differences over the New Economic Policy in explaining that conflict. In considering the given factor, candidates may note that the future of NEP was a major debating point between left and right within the Communist party. Bukharin and the right wanted the <i>smychka</i> of workers and peasants to continue, and believed that the NEP should last for at least twenty years. Trotsky and the left had reluctantly endorsed NEP as a way of reviving the economy after the civil war, but the restoration of economic stability led them to demand immediate industrialisation from as early as 1923. Answers may note that these views illustrated different views of the whole future of the revolution, and were therefore central to the succession problem. In the years to 1928 Stalin shifted his allegiances, using the NEP debate firstly to eliminate the threat from Trotsky, then breaking with the NEP to destroy the threat from Bukharin and the right. A simple description of some of these points will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. At Level 3 will be answers which begin to analyse the debate over the NEP, but which may include significant descriptive or narrative material. At Level 4 candidates will offer reasonable range and depth of accurate and appropriate material and will address the problem of the NEP as well as some other relevant factors which contributed to the power struggle of 1924-28. These many include the suppression of Lenin's Testament; the ban on factions; the debate over Permanent Revolution and Socialism in One Country; and the fear of Bonapartism. At Level 5 will be those who can offer some evaluation of the different factors which promoted the power struggle, and who offer clear and developed conclusions.</p>	30

Question Number	Indicative content	Mark
8	<p>The question is focused on the period of the purges of 1934-38, and whether the most important outcome of this policy was the strengthening of Stalin's political dominance over Party and country. Answers may note that the Congress of Victors of 1934 revealed Stalin's waning popularity, and there was a serious attempt to replace him with Kirov. The latter's assassination in December 1934 was followed by intense and random persecution. The Moscow show trials of 1936-38 removed Stalin's party rivals, notably Bukharin, Kamenev and Zinoviev. A comprehensive purge of the Communist Party eliminated most of those who attended the Congress of Victors, and replaced the existing party élite with one totally obedient to Stalin. Other results of the repression included a purge of the army's officer class, which seriously weakened the power of the military, as was shown in the Winter War of 1939-40; the reduction in economic growth as a result of the purges of higher and middle management, who were made scapegoats for the failures of the Five-Year Plans; and further reductions in the power and influence of the church. A simple outline of one or two effects of the purges will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. Those who begin to offer some analysis of the purges will access Level 3, although there may be significant narrative or descriptive material. At Level 4 there will be an explicit attempt to analyse the purges and their outcome, though the answer may lack balance. At Level 5 there will be some attempt to evaluate the overall impact of the purges, and to draw clear and developed conclusions.</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 success of the civil rights movement in the years 1945-57, and the significance of the National Association for the Advancement of Colored People (NAACP) in contributing to that success. In considering the given factor, candidates may refer to the fact that the NAACP was an established body that had been working for civil rights since the early 1900s. In the early post-1945 years it was involved in both economic boycotts and in attacking the principle of separate but equal established by <i>Plessy v Ferguson</i> in 1896. It was instrumental in bringing the case of <i>Brown v Board of Education of Topeka</i> to the Supreme Court, thanks in part to its distinguished lawyer, Thurgood Marshall. The Brown judgement demanded the desegregation of schools, while Brown II called for desegregation with all deliberate speed. The NAACP chose Rosa Parks, a respected NAACP member, to force the issue of bus desegregation in Montgomery, Alabama, which ended with another landmark Supreme Court ruling. A simple description of some of these points, perhaps focused on events in Montgomery, will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. At Level 3 will be answers which begin to address the significance of the NAACP, but which may include significant descriptive or narrative material. At Level 4 candidates will offer reasonable range and depth of accurate and appropriate material and will address the given factor and some other factors contributing to civil rights. These may include Truman's action in ending discrimination in the armed forces, the outrage prompted by the murder of Emmett Till, and the role of individuals such as Martin Luther King. At Level 5 will be those who can offer some evaluation of the successful campaigns for civil rights, and who draw clear and developed conclusions.</p>	30

Question Number	Indicative content	Mark
10	<p>The question is focused on the failures of the civil rights movement in the 1960s, and the significance of the opponents of civil rights in contributing to those failures. Answers may refer to the intervention of the Ku Klux Klan. In 1963 they were prominent in supporting Bull Connor in Birmingham, and in September were responsible for the bombing of the 16th Street Baptist Church. Freedom Riders were attacked, and Klansmen murdered three civil rights activists in Mississippi. Kennedy was slow in helping African Americans because he feared a political backlash; and both Johnson and Congress turned against King because of the latter's opposition to the Vietnam war. Candidates may also refer to the failure of King's campaign in Albany in 1961-62, which was marred by violence and bad publicity; and to the impact of the Watts riots in Los Angeles in 1965. The SCLC failed to make headway in Chicago in 1966, partly through bad organisation, and partly because they were outwitted by Mayor Daley. The emergence of Malcolm X, Black Power and the Black Panthers split the movement and alienated many sympathetic white people. A simple description of some aspects of opposition to civil rights will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. At Level 3 will be answers which begin to address the importance of those forces opposed to civil rights, but which may include significant descriptive or narrative material. At Level 4 candidates will offer reasonable range and depth of accurate and appropriate material and will address a number of factors which explain the changing effectiveness of the movement during the 1960s. At Level 5 will be those who can offer some evaluation of the relative significance of a number of factors, and who draw clear and developed conclusions.</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 the Korean War might be described as a conflict without winners. Answers may consider the reasons why different countries became involved in the war. Kim Il Sung won the broad support of both Stalin and Mao for the invasion of the south in 1950 and for reunification. Syngman Rhee had the same aim, and sought US help to defend his country. Truman committed US forces because he saw the war as Stalin's way of testing American resolve. The war was also the first major test of the UN's ability to take military action to combat aggression. China's involvement came as Mao wished to demonstrate Communist China's power. Answers may refer to the course of the war, but this material should be made relevant by showing how events influenced the aims of the combatants. Cease-fire negotiations from 1952 led to an armistice in June 1953. Both Korean leaders had failed to achieve reunification. Stalin's death in March 1953 allowed the USSR to end support for North Korea, while China agreed to the armistice in order to turn its attention to the First Five-Year Plan. Candidates might note that the UN had achieved its aim of countering North Korean aggression, and that the USA had prevented the takeover of the south by the northern Communists. A simple description of some of these events will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. At Level 3 will be answers which begin to address the outcome of the war for some powers, but which may include significant descriptive or narrative material. At Level 4 candidates will offer reasonable range and depth of accurate and appropriate material and will consider the extent of success or failure for the major combatants. At Level 5 will be those who can offer some evaluation of the outcome of the war, and who draw clear and developed conclusions.</p>	30

Question Number	Indicative content	Mark
12	<p>The question is focused on the Vietnam War between 1965 and 1973, and the extent to which the Tet offensive might be considered the key turning point in the conflict. Answers may note the intensification of the conflict by Johnson from 1965 by referring to Operation Rolling Thunder of February 1965 and the landing of the first US ground troops the following month. By December 1965 200,000 troops had been committed, a figure which escalated to 535,000 by 1968. The Tet offensive was the largest set of battles in the war so far, and these were fought largely in South Vietnamese cities. North Vietnam suffered massive losses which weakened Hanoi for years. Tet also demonstrated the limits of US power. Despite technological superiority, demonstrated by the use of Agent Orange and cluster bombs, Westmoreland's strategy of a war of attrition had failed. Tet shook Johnson's confidence, and was instrumental in his withdrawal from the 1968 presidential election. The US home front began to collapse as the media, notably Walter Cronkite, began to turn against the war. Nixon saw Tet as a turning point, suggesting that US policy needed to change dramatically. His presidency saw a twin policy of Vietnamisation and diplomatic pressure to end the war, which he finally achieved in 1973. A simple description of some relevant events will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. At Level 3 will be answers which begin to analyse the significance of the Tet offensive, but which may include significant descriptive or narrative material. At Level 4 candidates will offer reasonable range and depth of accurate and appropriate material and will address the issue of whether Tet was the key turning point in the war. At Level 5 will be those who can offer some evaluation of the significance of Tet, and who draw clear and developed conclusions.</p>	30

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

Question Number	Indicative content	Mark
13	<p>The question is focused on, and requires an explanation of, the reasons for Nixon's landslide re-election in 1972, and his resignation in August 1974. Nixon had established a broad range of support during his first term. He appealed to 'the silent majority' who were concerned with the breakdown of law and order in the late 1960s, and who were encouraged by his breaking of the Black Panthers and his actions against rebellious young people, especially university students. His 'Southern Strategy' on race was effective in winning over those who opposed the growing success of the civil rights movement. In foreign policy he aimed at winding down the Vietnam conflict, concluded a SALT treaty with the USSR, and made powerful overtures to Communist China. He was fortunate that the Democrats chose McGovern as their presidential candidate, a very liberal politician whose policies, including the legalisation of drugs and abortion alienated middle America and the religious right; and McGovern's first choice for a running mate was a disastrous one. The overriding reason for Nixon's resignation in August 1974 was the Watergate break-in and its aftermath, notably the work of the special prosecutor and the furore caused by the Oval Office tapes. By the middle of 1974 Nixon had lost the support of many leading Republicans, and he decided to resign rather than face possible impeachment. A simple description of some of these points will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. At Level 3 will be answers which begin to analyse the reasons for Nixon's success in 1972 and his resignation, but which may include significant descriptive or narrative material. At Level 4 candidates will offer reasonable range and depth of accurate and appropriate material and will analyse the reasons for both events, though the answer may lack balance. At Level 5 will be those who can offer some evaluation of the relative importance of a number of factors which contributed both to Nixon's remarkable success in 1972, and to his disgrace in 1974.</p>	30

Question Number	Indicative content	Mark
14	<p>The question is focused on sport and popular culture in the years 1968-2001, and their significance in improving the status of African Americans. Answers may note the growing success of African Americans in a number of sports. Muhammad Ali became a global role model, Arthur Ashe became the first African American to win the US tennis championship in 1968, and later sportsmen and women, such as OJ Simpson, Magic Johnson, Michael Jordan and Flo-Jo developed into aspirational models. In the 1980s African Americans dominated team sports, notably basketball, and the 1990s saw the successes of Venus and Serena Williams and Tiger Woods. The Tamla Motown label promoted artistes such as Aretha Franklin, the Supremes and James Brown, while R&B, Blues, and the Hip-hop culture influenced whole generations of young people. The television series <i>Roots</i> sparked an interest in African American history, while the profile of African Americans was heightened by film stars such as Morgan Freeman, James Earl Jones, Eddie Murphy and Whoopi Goldberg. A simple description of some features of sports and/or popular culture will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. At Level 3 will be answers which begin to analyse the significance of sport and culture in improving the status of African Americans, but which may include significant descriptive or narrative material. At Level 4 candidates will offer reasonable range and depth of accurate and appropriate material and will consider a number of factors improving African American status. These may include growth in incomes; appointments to leading positions in the economy, politics and the law; the decline in racial hatred and the widespread collapse of the Ku Klux Klan; and integration in most schools and (fewer) neighbourhoods. At Level 5 will be those who can offer some evaluation of the extent of change, perhaps noting that, despite the obvious successes, improvements in status were largely uneven and patchy in some places.</p>	30

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