

Mark Scheme (Results)

January 2013

GCE History (6HI01/D)

Unit 1: Historical Themes in Breadth

Option D: A World Divided:

Communism and Democracy in the
20th Century

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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 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 disintegration of the power of the central government in China in the years 1912-27, and the significance of foreign influence in that process.</p> <p>Answers may refer to the intervention of Japan in 1915 with its humiliating 21 demands, which Yuan Shikai was forced to concede. At Versailles in 1919 Germany's concessions in China were handed over, not to China itself, but to Japan. The province of Outer Mongolia was not brought under central control, and by 1924 had become an independent state with strong links to Russia. The emerging power of the warlords was made more complicated by the support given to different generals by Japan, the USSR and Britain.</p> <p>Answers may also mention the intervention of Lenin's Russia in advising both the GMD and the CCP in the early 1920s. The Russian representative Alexander Borodin played a key role in arming the GMD and improving its military expertise through the Whampoa Military Academy. Soviet advisers helped Chiang Kaishek during the Northern Expedition against the warlords in 1926.</p> <p>Other relevant factors which explain the disintegration of central government include the growing weakness of Yuan Shikai's government in the years 1912-16 and the subsequent rise of the warlords. Their attempts to seize control and expand their power led to the conflicts of 1917-26. Candidates may also point out that it was one thing to bring about the collapse of the Qing dynasty, quite another to provide an equally strong power to replace it.</p> <p>Level 5: answers will have a secure focus on the question, will consider foreign intervention and some other reasons for the disintegration of central government, and will support their analysis with a range of accurate factual material in some depth.</p> <p>Level 4: answers will address the question, supporting the analysis with accurate and mostly relevant material, but selection of material may lack balance.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and may lack depth and/or relevance in places, and there may be some inaccuracies.</p> <p>Level 2: answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p>Level 1: answers will consist of a few simple statements only.</p>	30

Question Number	Indicative content	Mark
2	<p>The question is focused on the Civil War of 1946-49 and the extent to which foreign intervention in China from 1945 determined the outcome of that conflict.</p> <p>As the Second World War drew to its close both Stalin and Truman hoped that the coalition between the CCP and the GMD would continue into peacetime. US General Marshall negotiated with both sides to this end, but was compelled to abandon his efforts in 1947. Stalin sided with the CCP in 1945 when he handed over Japanese military equipment to Mao; this was to prove a factor of vital importance during the civil war.</p> <p>Other relevant factors which accounted for the CCP's victory in 1949 include the errors made by Chiang Kai Shek during the war, notably at the battle of Huai Hai, and his failings may be compared with the strong leadership of the PLA provided by Lin Biao. The morale of both armies may be compared, notably the disintegration of the GMD's morale over time. The GMD's mistreatment of Chinese peasantry may be compared with the CCP's promises of land reform and widespread social change.</p> <p>Level 5: answers will have a secure focus on the question, will consider foreign intervention and some other factors which determined the outcome of the civil war, and will support their analysis with a range of accurate factual material in some depth.</p> <p>Level 4: answers will address the question, supporting the analysis with accurate and mostly relevant material, but selection of material may lack balance.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and may lack depth and/or relevance in places, and there may be some inaccuracies.</p> <p>Level 2: answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p>Level 1: answers will consist of a few simple statements only.</p>	30

D2 Mao's China, 1949-76

Question Number	Indicative content	Mark
3	<p>The question is focused on the government's social policies in the years 1949-76, and the extent to which these changed Chinese society.</p> <p>Agricultural and industrial policies will only be relevant here if they are used to illustrate important social reforms.</p> <p>A major policy development was in the field of female emancipation. The Marriage Law of 1950 banned arranged marriages, allowed freer divorce, and gave women the right to own property. There followed an explosion in divorce rates and the policies towards women met with stiff resistance, especially in outlying provinces. Property rights in the countryside proved meaningless with the introduction of collectivisation and the communes. Women made little progress in some areas; for example in 1959 only 14% of deputies to the party Congress were women. Answers may also mention the impact on family life of the growing number of married women at work.</p> <p>In education a national system of primary education was promoted, along with improvements in secondary education. Although literacy rates increased from 20% in 1949 to 70% in 1976, only 35% of children received any education after the age of 12.</p> <p>There was a significant improvement in the provision of medical facilities thanks to the growing number of trained doctors and nurses. Answers may consider the ways in which attacks on traditional customs often linked to the changing seasons had an impact, and may point out the disruptions to family life caused by the Cultural Revolution of 1966-69.</p> <p>Level 5: answers will have a secure focus on the question, will consider the nature and extent of social change during the stated period, and will support their analysis with a range of accurate factual material in some depth.</p> <p>Level 4: answers will address the question, supporting the analysis with accurate and mostly relevant material, but selection of material may lack balance.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and may lack depth and/or relevance in places, and there may be some inaccuracies.</p> <p>Level 2: answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p>Level 1: answers will consist of a few simple statements only.</p>	30

Question Number	Indicative content	Mark
4	<p>The question is focused on the industrial and agricultural policies of the years 1952-62, and the extent to which these can be described as disastrous failures.</p> <p>Answers do not have to provide equal treatment for agriculture and industry: candidates may place more emphasis on the latter.</p> <p>Two Five-Year Plans were carried out in this period. The first plan targeted heavy industry and prestige projects such as the bridge across the Yangtze. In many ways this plan was remarkably successful. The annual growth rate averaged 9%, coal output doubled, electricity production trebled, and steel output quadrupled. The second plan aimed at a 'Great Leap Forward' to an urbanised industrial economy. Vast human resources were put to work, though the production of raw materials was seen as an end in itself. However, factories were inefficient and there was neither quality control nor managerial initiatives. The plan was seen as more of a political than an economic project, as shown by the massive number of backyard furnaces. There was some improved output to 1960, but then progress slowed dramatically.</p> <p>In agriculture there was a decade of political interference which culminated in the famine of 1959-62. The initial policy of land redistribution was both popular and successful, but the rapid shift to collectivisation in the mid-1950s affected output. The equally sudden shift to the commune system in 1956-58 caused massive disruption to all areas of agriculture. These organisational changes were accompanied by failed initiatives such as Lysenkoism and sparrowcide.</p> <p>Level 5: answers will have a secure focus on the question, will consider the extent to which agricultural and industrial policies failed in the stated period, and will support their analysis with a range of accurate factual material in some depth.</p> <p>Level 4: answers will address the question, supporting the analysis with accurate and mostly relevant material, but selection of material may lack balance.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and may lack depth and/or relevance in places, and there may be some inaccuracies.</p> <p>Level 2: answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p>Level 1: answers will consist of a few simple statements only.</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 survival of Tsarism in the years 1881-1914, and the extent to which this can be accounted for by the weakness of its opponents.</p> <p>Examiners should not expect balanced coverage over the whole of the stated period: many candidates may focus on the years 1904-14.</p> <p>Answers may consider a number of opposition groups. The Populists had been weakened by the assassination of Alexander II and the fierce repression instigated by Alexander III. The Socialist Revolutionaries aimed to gain broad national support in town and countryside, but were divided between the anarchist and revolutionary wings. The Social Democrats split in 1903 at the London Congress between Mensheviks and Bolsheviks and were weakened by the exile of some prominent leaders. The various forces of liberalism did not develop into clear parties until after the revolution of 1905. These internal divisions among opposition groups, along with their failure to unite in a broad front against Tsarism, weakened their impact overall.</p> <p>Answers may also note that Tsarism survived the revolution of 1905 by appeasing the middle classes with the Dumas, and the peasants with the cancellation of redemption payments. The Okhrana, the police and the army also provided support for the government; their actions in breaking up opposition cells and maintaining effective press censorship further weakened the opposition. Candidates may also point to the sustained economic growth experienced under Witte and the successful policies carried out by Stolypin from 1906. He aimed to 'de-revolutionise' the peasants with the cancellation of redemption payments, the Land Bank, and voluntary resettlement in Siberia.</p> <p>Level 5: answers will have a secure focus on the question, will consider some of the weaknesses of Tsarism's opponents and the regime's strengths, and will support their analysis with a range of accurate factual material in some depth.</p> <p>Level 4: answers will address the question, supporting the analysis with accurate and mostly relevant material, but selection of material may lack balance.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and may lack depth and/or relevance in places, and there may be some inaccuracies.</p> <p>Level 2: answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p>Level 1: answers will consist of a few simple statements only.</p>	30

Question Number	Indicative content	Mark
6	<p>The question is focused on the consolidation of Bolshevik power in the years 1917-24, and the extent to which they maintained their position through the use of violence against their opponents.</p> <p>Violent activity is a theme of this period. The freely elected Constituent Assembly was dissolved at gunpoint in January 1918 after meeting for just one day. Dzerzhinsky and the Cheka were remorseless in their actions against the Bolsheviks' opponents during the Red Purge. The Civil War is, of course, a clear example of the use of violence against the Bolsheviks' enemies. At the same time Trotsky enforced fierce discipline among his troops by punishing slackers and shooting deserters. Lenin encouraged the use of violence against peasants who hid their grain supplies from the grain requisition squads, and against the rebellious sailors at Kronstadt in 1921.</p> <p>Other relevant factors which underpinned Bolshevik power include Lenin's early and popular decrees on peace and land. The end of the war, with the signing of the treaty of Brest-Litovsk, gave the Bolsheviks a much needed breathing space. Victory in the Civil War and against the foreign interventionists also strengthened the Bolsheviks' hold on power. Lenin provided strong and effective political leadership, displaying flexibility when necessary, as when he replaced War Communism with the more popular New Economic Policy.</p> <p>Level 5: answers will have a secure focus on the question, will consider the use of violence and some other reasons for the consolidation of Bolshevik power, and will support their analysis with a range of accurate factual material in some depth.</p> <p>Level 4: answers will address the question, supporting the analysis with accurate and mostly relevant material, but selection of material may lack balance.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and may lack depth and/or relevance in places, and there may be some inaccuracies.</p> <p>Level 2: answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p>Level 1: answers will consist of a few simple statements only.</p>	30

D4 Stalin's Russia, 1924-53

Question Number	Indicative content	Mark
7	<p>The question is focused on the USSR in the 1930s, and on the extent to which a totalitarian state was established during this decade.</p> <p>Since the question can encompass a wide range of relevant material, candidates are not required to provide a comprehensive survey of features of a totalitarian state in order to be successful.</p> <p>Soviet politics in the 1930s saw the continued growth of Stalin's power and the establishment of his complete dominance over the party and the country. This process was furthered by the purges of the 1930s, from the Menshevik trial of 1931 to the Trial of the Twenty-One in 1938. Candidates may consider aspects of these purges, notably perhaps the Great Terror of 1936-38. Total control extended to all aspects of economic life.</p> <p>Answers may refer to the Five-Year plans, which established state control over industry and over the lives of urban workers: while agricultural collectivisation extended state and communist power into the countryside.</p> <p>A totalitarian culture was developed in the 1930s. Based upon socialist realism, it demanded that art forms should be understood and appreciated by the whole people, and should be focused on the importance of the hero as a role model for others. Socialist realism may be illustrated through references to a number of art forms such as literature, music, paintings, sculpture, film and architecture.</p> <p>Another feature of Soviet life in the 1930s which may be considered totalitarian was the growth of personality cults. The cult of Lenin had begun on his death in 1924, but in the 1930s was increasingly overshadowed by the cult of Stalin. This was enforced through culture, and by propaganda posters, education, and the renaming of towns, cities, and mountains.</p> <p>Candidates may also refer to the religious persecution in this decade, especially targeting the Russian Orthodox Church, Islam and the Jewish people.</p> <p>Level 5: answers will have a secure focus on the question, will consider the extent to which the USSR might be considered a totalitarian state, and will support their analysis with a range of accurate factual material in some depth.</p> <p>Level 4: answers will address the question, supporting the analysis with accurate and mostly relevant material, but selection of material may lack balance.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and may lack depth and/or relevance in places, and there may be some inaccuracies.</p> <p>Level 2: answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p>Level 1: answers will consist of a few simple statements only.</p>	30

Question Number	Indicative content	Mark
8	<p>The question is focused on the USSR's victory in the Second World War, and the extent to which that victory can be attributed to the strength of the Soviet economy.</p> <p>The Five-Year Plans had been remarkably successful in increasing industrial output. The second and third plans in particular resulted in a massive increase in production of war materials, especially tanks and aircraft. The development of a planned economy directed by Gosplan proved invaluable during the war. Gosplan and Stavka directed the economy, providing clearer direction than in other countries. Many factories in the western part of the country were dismantled and rebuilt east of the Urals where they could not be attacked by German aircraft. By 1943 arms and ammunition accounted for 75 per cent of all industrial output, much of it produced by women and young people.</p> <p>Other factors which explain the USSR's ultimate victory include its remarkable recovery from the disasters of 1941, leading to notable successes at Stalingrad in 1942 and Kursk in 1943. While Lend-Lease may have been responsible for only 20% of the USSR's output, it proved vital in fields such as radio equipment and transport. 400,000 Studebaker cargo trucks and 50,000 jeeps were supplied, allowing for the more efficient deployment of Soviet troops.</p> <p>Answers may also note the political leadership provided by Stalin, and the military leadership of men such as Zhukov, which compared very favourably with that of the German high command.</p> <p>Level 5: answers will have a secure focus on the question, will consider the Soviet economy and some other reasons for the USSR's victory, and will support their analysis with a range of accurate factual material in some depth.</p> <p>Level 4: answers will address the question, supporting the analysis with accurate and mostly relevant material, but selection of material may lack balance.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and may lack depth and/or relevance in places, and there may be some inaccuracies.</p> <p>Level 2: answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p>Level 1: answers will consist of a few simple statements only.</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 improvements in the civil rights of African Americans in the years 1955-68, and the extent to which these improvements came about through peaceful protest.</p> <p>Many answers are likely to focus on the campaigns initiated by Martin Luther King. The Montgomery bus boycott of 1955-56 was his first major success and led to the desegregation of buses in the city. Further peaceful protests included the Greensboro lunch counters sit-ins of 1960, and the Freedom Rides of 1961, which led to the desegregation of interstate bus services. One of King's greatest successes was his campaign in Birmingham, Alabama where, despite violent opposition encouraged by Bull Connor, some progress was made towards desegregation of the city's department stores. King's march on Washington of 1963 influenced Kennedy in favour of civil rights legislation.</p> <p>However, peaceful protest had its limits. The campaigns in Albany in 1961, Chicago in 1966, and Memphis in 1968 all failed to achieve their objectives.</p> <p>Other relevant factors which improved the civil rights of African Americans include the role of the Supreme Court and the Chief Justice, Earl Warren. The Court's judgments in cases such as Brown I and Brown II, and Browder vs. Gale, led to the desegregation of education and other facilities. The NAACP must also gain credit for its pursuit of civil rights through the Supreme Court. Answers may also refer to the role of Congress and of successive Presidents. Eisenhower took little interest in civil rights, but was compelled to enforce the desegregation of Little Rock High School in 1957 by deploying federal troops. Kennedy's plans for civil rights were put into effect by his successor, Lyndon Johnson, who was responsible for securing the passage through Congress of far-reaching legislation, including the landmark Civil Rights Act of 1964, voting and educational reform in 1965, and a further Civil Rights Act in 1968.</p> <p>Level 5: answers will have a secure focus on the question, will consider peaceful protests and some other reasons for improvements in civil rights, and will support their analysis with a range of accurate factual material in some depth.</p> <p>Level 4: answers will address the question, supporting the analysis with accurate and mostly relevant material, but selection of material may lack balance.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and may lack depth and/or relevance in places, and there may be some inaccuracies.</p> <p>Level 2: answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p>Level 1: answers will consist of a few simple statements only.</p>	30

Question Number	Indicative content	Mark
10	<p>The question is focused on the extent to which the status of women and Native American Indians changed during the 1960s.</p> <p>At the start of the decade there were very few employment opportunities for women, especially married mothers, beyond that of traditional jobs such as shop assistants and secretaries. Wages for women were quite low and they were paid at different rates from their male counterparts. It was generally assumed that women did not need to work, but should be satisfied with the traditional roles of mother and housekeeper. Attempts to change the status of women developed in the 1960s with the growth of feminist movements. Many were influenced by Betty Friedan's landmark publication <i>The Feminine Mystique</i> of 1963. Friedan suggested that women had a duty to develop a separate identity of their own, and this could be achieved largely through further education and greater involvement in the workplace. The National Organization for Women took up the campaign for the development of genuine equality between men and women. The organisation made little headway in persuading Congress to pass equality legislation. One of their few successes came in 1967 when Johnson outlawed sexual discrimination in any company which received government contracts. The case of <i>Weeks vs. Southern Bell</i>, begun in 1967, led to a landmark decision on equal opportunities for promotion of men and women.</p> <p>In the early 1960s there were around half a million American Indians, whose interests were managed by the Bureau of Indian Affairs. They suffered from unusually high unemployment rates as well as considerable social problems, including widespread alcoholism. There were some changes in their status during the 1960s. The Civil Rights Act of 1964 and the Education Acts of 1965 enacted equal treatment for American Indians, though this was not always carried out in practice. Johnson set up the National Council on Indian Opportunity in 1968, and the Civil Rights Act of the same year banned discrimination against American Indians in housing. The American Indian Movement of the late 1960s was a militant organisation working for complete equality, but made very little progress in achieving its aims.</p> <p>Level 5: answers will have a secure focus on the question, will consider the nature and extent of change for both women and Native American Indians, and will support their analysis with a range of accurate factual material in some depth.</p> <p>Level 4: answers will address the question, supporting the analysis with accurate and mostly relevant material, but selection of material may lack balance.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and may lack depth and/or relevance in places, and there may be some inaccuracies.</p> <p>Level 2: answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p>Level 1: answers will consist of a few simple statements only.</p>	30

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

Question Number	Indicative content	Mark
<p>11</p>	<p>The question is focused on increasing U.S. involvement in south east Asia in the years 1954-64 and the extent to which fear of communism was responsible for this development.</p> <p>Candidates may place the given period into context with reference to the Elysee Accords of 1949, which pledged U.S. support for France against the Viet Minh. This support, however, did not prevent the disaster at Dien Bien Phu in 1954. The Geneva Accords partitioned Vietnam at the 17th parallel, giving tacit recognition to the government of North Vietnam. Eisenhower was determined to go beyond Truman's policy of containment to one of rollback. He was convinced that Ho Chi Minh and the North Vietnamese would both grow in power and influence, and might ultimately cause the Geneva Accords to unravel. Eisenhower promoted the creation of SEATO, for the mutual defence of its members and for the general containment of communism. He also committed U.S. personnel to shore up the Diem regime in South Vietnam. In 1954 300 personnel were deployed in South Vietnam, a figure that had risen to 1,500 by 1960; and he poured billions of dollars of aid into the country. Kennedy wanted to dispel the notion that he was weak on communism and continued Eisenhower's policies. He increased the number of military advisers to 17,000 by 1963, and allowed the secret supply of weaponry to the South Vietnamese forces. Kennedy was also worried by North Vietnam's involvement in Laos. The growing links between communists in north and south led to North Vietnamese to provide weapons to their southern allies by the Ho Chi Minh trail.</p> <p>Other factors which explain America's growing involvement include the Truman doctrine of 1947, which promised assistance to any country under threat of foreign intervention. The Korean War ended in stalemate in 1953, leaving intact the North Korean government of Kim Il Sung. Candidates may also mention the Cold War context, with the USA and the USSR involved in a global struggle for ideological supremacy. The victory of Mao's Communists in the Chinese Civil War in 1949 only encouraged the U.S. involvement. Moreover all the US presidents in this period realised that anti-communism was a powerful force in the United States, as demonstrated by McCarthy's witch hunts.</p> <p>Level 5: answers will have a secure focus on the question, will consider fear of communism and some other reasons for growing US involvement, and will support their analysis with a range of accurate factual material in some depth.</p> <p>Level 4: answers will address the question, supporting the analysis with accurate and mostly relevant material, but selection of material may lack balance.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and may lack depth and/or relevance in places, and there may be some inaccuracies.</p> <p>Level 2: answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p>Level 1: answers will consist of a few simple statements only.</p>	<p>30</p>

Question Number	Indicative content	Mark
12	<p>The question is focused on US involvement in the Vietnam war in the years 1963-68, and requires a judgement on why the increased deployment of American ground troops failed to bring the war to an end.</p> <p>Johnson succeeded Kennedy in 1963 and faced a presidential election in November 1964. He could not be seen as 'soft on communism' in the eyes of the electorate, and thus supported a massive escalation of U.S. involvement following the Gulf of Tonkin resolution. The first contingent of 3500 ground troops was deployed in 1965. By the end of the year this figure had soared to 200,000, and by 1968 535,000 U.S. troops were in action. However, this rapid escalation did not bring many tangible successes. Operation Rolling Thunder, and Operation Steel Tiger against the Ho Chi Minh Trail, were both only partially successful, while the use of chemical weapons such as napalm and Agent Orange had only a limited effect. Johnson refused his advisers' requests to extend the war to Laos and Cambodia, which handicapped the war effort overall. The Tet offensive of 1968 demonstrated convincingly the limits of U.S. power, and that Westmoreland's strategy of attrition had failed. As the war progressed, and as U.S. intervention escalated, both the USSR and China increased their support for Ho Chi Minh's government. Although the increase in the number of U.S. troops appeared formidable, the morale of the conscript army was very low. Many developed serious drug addictions, and there were several instances of fragging, the shooting of officers. In 1968 Johnson turned down requests from the military command for still more troops, announced that he would not stand for re-election that year, and began discussions with North Vietnam on ending the war.</p> <p>Level 5: answers will have a secure focus on the question, will consider a number of reasons for US failure to achieve victory in the stated period, and will support their analysis with a range of accurate factual material in some depth.</p> <p>Level 4: answers will address the question, supporting the analysis with accurate and mostly relevant material, but selection of material may lack balance.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and may lack depth and/or relevance in places, and there may be some inaccuracies.</p> <p>Level 2: answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p>Level 1: answers will consist of a few simple statements only.</p>	30

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

Question Number	Indicative content	Mark
<p>13</p>	<p>The question is focused on religious and social issues in American society in the years 1968-2001, and the extent to which these promoted bitter divisions in society.</p> <p>Since these two factors are frequently intertwined, many candidates may well consider the question as a whole rather than dividing it into religious and social issues.</p> <p>During this period divisions were established between those who promoted liberal values in society and those who were firmly against what they saw as immoral and personal excesses. The religious right stood for the traditional values of patriotism, a free economy, and family values, and was prepared to campaign against feminism, abortion, pornography and homosexuality. Clashes between both sides were therefore inevitable. Nonetheless, the feminist movement had considerable achievements to its credit, including the Roe vs. Wade decision and the acquisition of important financial rights. By the late 1980s many women's groups felt that their most important demands had been met, though traditional views on the role of women remained strong in many parts of society, most notably in the south.</p> <p>The rights of gay people were given increasing protection, and by 1980 the Democratic Party gave its official support to gay rights. Clinton established his policy of 'Don't ask, don't tell' for the armed forces and in 2000 the state of Vermont allowed the registration of gay civil unions. However, homophobia remained widespread, and the murders of Harvey Milk and Matthew Shepard were only extreme examples of homophobic violence.</p> <p>Despite their best efforts the religious right were unable to halt the process of fundamental social change. They were unable to reverse Roe vs. Wade or the Supreme Court's protection of pornography through the principles of free speech. They were also unable to secure the introduction of prayers in public schools. The attitudes of the religious right, and of feminists and gay people at the other end of the political spectrum, served only to enhance the increasingly bitter divisions between Democrats and Republicans.</p> <p>Level 5: answers will have a secure focus on the question, will consider the religious right and some other reasons for social divisions, and will support their analysis with a range of accurate factual material in some depth.</p> <p>Level 4: answers will address the question, supporting the analysis with accurate and mostly relevant material, but selection of material may lack balance.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and may lack depth and/or relevance in places, and there may be some inaccuracies.</p> <p>Level 2: answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p>Level 1: answers will consist of a few simple statements only.</p>	<p>30</p>

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14	<p>The question is focused on the economic growth experienced by the USA in the period 1980-2001, and the extent to which this was driven by reductions in taxes.</p> <p>Tax reductions were an important feature of Reaganomics, the economic policies pursued by Ronald Reagan in the years 1981 to 1989. At the centre of Reagan's budget for 1981 was a package of massive tax cuts totalling \$280 billion, which Reagan believed would promote economic growth during his first term in office. The initial results were not promising. There was a deep recession by 1982 with high unemployment and rising inflation. Over the course of Reagan's two terms in office, however, he could point to several successes. When he left office in 1989 inflation had fallen to five per cent, interest rates to six per cent, and 16 million new jobs had been created. In the process the US economy grew by one third. Candidates may point to other features of Reaganomics which may have contributed to economic growth. Reagan carried out a policy of deregulation in industry which would lighten the burdens on business. He also cut funds for many domestic programs with a wholesale attack on the New Deal philosophy and growing welfare dependency. Massive cuts in education and welfare were introduced side by side with substantial increases in defence spending. The latter did have the effect of bringing prosperity to areas which relied on defence industries. One feature of Reaganomics was that the national debt tripled to \$2.6 trillion during Reagan's two terms, and became an increasing burden for subsequent presidents.</p> <p>In considering the whole chronology answers may refer to the economic policies pursued by both Bush and Clinton. Bush's promise of 'Read my lips, no new taxes' haunted him after he was forced to agree tax increases in 1990 to tackle the deficit. Clinton provided few headline initiatives, and no significant tax cuts: instead, he was determined to reduce the size of the country's deficit. This policy proved very successful, leading to low interest rates, a further fall in unemployment and a rise in middle class incomes.</p> <p>Level 5: answers will have a secure focus on the question, will consider tax reductions and some other reasons for economic growth in the stated period, and will support their analysis with a range of accurate factual material in some depth.</p> <p>Level 4: answers will address the question, supporting the analysis with accurate and mostly relevant material, but selection of material may lack balance.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and may lack depth and/or relevance in places, and there may be some inaccuracies.</p> <p>Level 2: answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p>Level 1: answers will consist of a few simple statements only.</p>	30

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