

Mark Scheme (Results)

Summer 2013

GCE History (6HI01)

Option D

A World Divided: Communism and
Democracy in the Twentieth 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 fall of the Qing dynasty in 1911-12, and the significance of China's financial crisis in causing the revolution.</p> <p>Answers may refer to the growing burden of taxation which was imposed in the years after the Boxer Rising of 1900. The Qing reform programme, which included improvements in the government and local administration and the modernising of military units, proved very expensive and caused massive budget deficits. Attempts to correct these led to increased taxes, notably on land, and the introduction of new duties on essentials such as tea and salt. The government was unable to finance improvements in the railway system but instead relied on the raising of foreign loans, a process which led to a nationalist backlash shown in the Wuhan uprising.</p> <p>Other factors which led to revolution include the growth of nationalist movements, including the Revolutionary Alliance, formed in 1905. The government's reform programme failed to satisfy the demands of the radicals, while the new National Assembly was an advisory body only. Answers may also refer to the severe flooding of 1910 and 1911, which forced up the price of grain.</p> <p>Level 5: answers will have a secure focus on the question, will consider the significance of China's financial crisis and other relevant factors, and will support the 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. Selection of material may lack balance, and may focus largely on the stated factor.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and lacking in both depth and 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 relations between the GMD and the CCP in the years to 1935, and requires a judgment on why both parties could work together until 1927 but not thereafter.</p> <p>Answers which deal with only one of the two timescales in the question cannot access Level 5.</p> <p>Answers may refer to the intervention of Soviet Russia in Chinese affairs. Russian and Comintern advisers helped in the creation of the CCP in 1921, and promoted an alliance between the Chinese communists and the larger nationalist movement. The prestige of the GMD, and of Chiang Kai-Shek himself, was enhanced by the success of the Northern Expedition against the warlords in 1926. By 1927 Chiang and his leading generals believed that the United Front was no longer necessary and that the CCP posed a serious threat to their political position. The events of 1927 broke the United Front, making any attempts at later reconciliation very difficult. In the years 1928-34 Mao Zedong and other prominent leaders of the CCP established their base at Jiangxi. They were able to resist the GMD's encirclement campaigns successfully and maintained their separate identity during and after the Long March of 1934-35. It was only with the increasing threat to China's independence posed by Japanese intervention that both sides were able to settle their differences and unite against a common enemy.</p> <p>Level 5: answers will have a secure focus on the question, will consider a number of relevant points related to the question, and will support the 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. Selection of material may lack balance, and may focus unevenly on the two time periods in the question.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and lacking in both depth and 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 developments in Chinese industry in the years 1949-62, and requires a judgment on the extent of industrial transformation in these years.</p> <p>Two five-year plans were carried out in this period. The first plan targeted essential raw materials such as coal, steel and chemicals along with improvements to the national infrastructure. The plan did have some successes, notably in electrical power, machine tools and chemicals; and an annual growth rate of over 8% was claimed. However, the plan relied heavily on Soviet assistance in reaching its targets. The second plan, known as the 'Great Leap Forward', aimed at the rapid transformation of China from an agricultural to an urbanised industrial economy. Vast human resources were put to work, and 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 not realistic and lacked clear planning, and 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: the USSR ended its assistance to China in that year, which led to the closure of many vital factories.</p> <p>Level 5: answers will have a secure focus on the question, will consider a number of relevant points related to the question, and will support the 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. Selection of material may lack balance, and may focus unevenly on the two Five-Year Plans.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and lacking in both depth and 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 Cultural Revolution of 1966-69, and the extent to which the defeat of Mao's rivals was the most important result of the Revolution.</p> <p>In 1962 Mao was convinced that his position was under even greater threat than in earlier years. The failures of the Great Leap Forward, and the disasters in agriculture which culminated in the famine of 1959-62, led to much criticism of Mao's leadership. In 1962 Mao adopted a less prominent role in affairs, while Deng Xiaoping and Liu Shaoqi worked together to undo some of the excesses of the Great Leap Forward. Mao became convinced that his position was under threat, and this was a significant reason for launching the Cultural Revolution in 1966. Mao certainly intended to destroy his political opponents, as was shown by the actions taken against Deng and Liu, but the Cultural Revolution was intended to go much further in breaking the power of party and state bureaucrats, and in remodelling Chinese society and culture. Mao intended to maintain a state of permanent revolution partly through the use of the Red Guards. The effects of the Cultural Revolution include: the purge of the CCP: the destruction of artefacts and minority cultures: the weakening of family ties; and the collapse of economic activity.</p> <p>Level 5: answers will have a secure focus on the question, will consider the defeat of Mao's rivals and other results of the Cultural Revolution, and will support the 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. Selection of material may lack balance, and may focus only on the stated factor.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and lacking in both depth and 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 developments in Russian industry and agriculture, and the extent to which both were transformed in the years 1881-1914.</p> <p>Answers which deal exclusively with either agriculture or industry cannot access Level 5.</p> <p>At the start of the period there were only small pockets of industrial development, mostly in Ukraine and around Moscow and St Petersburg, and capital for further industrialisation was limited. Major changes occurred during Witte's period as Minister of Finance between 1892 and 1903. He acquired state capital through tariffs and foreign loans, using much of the funds available to finance a transport revolution based on railways. At the same time, government policy promoted the coal industry in Ukraine and oil in the Caucasus. Witte's policies led to a significant rise in the production of raw materials. However, priority was given to heavy industry, with Witte ignoring light industries such as machine tools. Agricultural reform was tackled by Stolypin in the years 1906-1911. Stolypin saw that agricultural development was essential as a means of feeding the growing population of towns and cities. The abolition of outstanding mortgage and redemption payments, and the creation of the Land Bank, were both intended to create a class of prosperous peasants who would be attached to the Tsarist system. Equally important were Stolypin's policies of resettling peasants in remote areas such as Siberia, and his attempts to abolish the strip system of farming. These reforms would bear fruit over time, and the extent of agricultural transformation was only limited when Stolypin was assassinated in 1911.</p> <p>Level 5: answers will have a secure focus on the question, will consider the extent of 'transformation', and will support the 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. Selection of material may lack balance, and may focus unevenly on agriculture and industry.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and lacking in both depth and 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 fall of the Provisional Government in October/November 1917 and the extent to which this collapse was brought about by Russia's continued involvement in the First World War.</p> <p>In considering the stated factor, answers may note both the long-term and short-term impact of the war. The death rate among conscripted soldiers was very high, and the failure to provide adequate arms and munitions contributed to this. The supply of food and fuel to towns and cities was made difficult by the priority given to military requirements, and this situation continued into 1917. The Provisional Government's failure to end the war, and the disastrous June Offensive, were both important factors in its fall.</p> <p>Other factors which explain the fall of the Provisional Government include the creation of dual power after the fall of Tsarism, and the Petrograd Soviet's hold over the army. Answers may also note the importance of Lenin's return to Russia in April, his refusal to work with other parties, and the popularity of the slogan 'Peace, Bread and Land'. Bolshevik opposition was also effective through its propaganda and its newspapers, and Bolshevik agitators increased support for the party, not only among the factory workers of Petrograd and other cities, but also within the armed forces. Although Kornilov's coup was a failure, it led to the arming of the Bolsheviks, and influenced Lenin's decision to carry out an armed insurrection which led to the fall of the Provisional Government.</p> <p>Level 5: answers will have a secure focus on the question, will consider the significance of the First World War and other factors in causing the downfall of the Provisional Government, and will support the 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. Selection of material may lack balance, and may focus largely on the impact of war.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and lacking in both depth and 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 reasons why Stalin was able to defeat his political rivals so easily in the years 1924-29.</p> <p>Answers may refer to Stalin's changing political alliances, linked to his views on the future economic development of the country. He sided with the Right in support of NEP, essentially as a ploy directed against Trotsky. Once Trotsky had been discredited as a candidate for the leadership Stalin went on to abandon NEP in favour of a programme of rapid industrialisation. This policy reflected the views of most within the Communist party who regarded NEP as a partial surrender to capitalism, the Nepmen and the kulaks. Equally important were different views on the future development of the country. Trotsky's idea of Permanent Revolution had little support among ordinary citizens wearied by two decades of war and revolution. Stalin's promotion of Socialism In One Country seemed less threatening and appealed to the patriotism of the Soviet people. Stalin also attached himself to Lenin through the Leninist cult. He spoke at Lenin's funeral, and his lectures on the <i>Foundations Of Leninism</i> made him appear as the true heir to Lenin. Answers may also refer to the personalities of the principal contenders. Trotsky was seen as aloof from everyday politics, and neither he nor Bukharin had built up a secure a power base within the party; while Kamenev and Zinoviev did not appear to possess the driving ambition required to succeed Lenin. The suppression of Lenin's Testament, which suggested replacing Stalin, and the ban on factions in 1921, both worked in Stalin's favour. Stalin as position as General Secretary meant that he was able to promote his own supporters into positions of influence, while the Lenin enrolment meant that many ordinary party members felt they owed Stalin a debt of gratitude.</p> <p>Level 5: answers will have a secure focus on the question, will consider a number of reasons for Stalin's victory, and will support the 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. Selection of material may lack balance, and may focus largely on Stalin's manoeuvres.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and lacking in both depth and 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 Stalin's industrial policies in the years 1928-41 and the extent to which the Russian economy developed in these years.</p> <p>Stalin's industrial policy was aimed at establishing an economy which could withstand war, and thus focused on the development of heavy industries such as coal, iron and steel, and electricity. Answers may note the different priorities of each of the Five-Year Plans, and the extent to which they were successful. The first plan focused on the creation of heavy industries, such as coal, iron, steel and chemicals, and impressive increases in output were announced. The second plan continued this policy, though there were some concessions to the production of consumer goods, though their availability was variable. The targets set in the third plan were dramatically modified to take account of the possibility of war. Overall, increases in output were dramatic during the 1930s, and the new economy of Russia proved strong enough to survive the German attacks after 1941. However, industries were often unable to provide or receive a reliable supply of raw materials. Successes were achieved largely in traditional areas of heavy industry: high quality goods were not being produced, and consumer goods remained a low priority.</p> <p>Level 5: answers will have a secure focus on the question, will consider the extent to which the Russian economy developed in the years 1928-41, and will support the 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. Selection of material may lack balance, and may focus unevenly on each of the three Five-Year Plans.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and lacking in both depth and 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 the changing status of African Americans in the years 1945-68, and the extent to which these changes were brought about by the Federal government and the Supreme Court.</p> <p>The question covers the whole chronology, and examiners must not expect even coverage over the whole timescale.</p> <p>Truman's 1947 commission '<i>To Secure These Rights</i>' highlighted substantial and widespread racial discrimination. Though not an enthusiast for civil rights, Truman issued an executive decree in 1948 which ended discrimination and segregation in the armed forces: and he went on to promote fair employment, especially in government organisations. Eisenhower was equally lukewarm towards civil rights. He favoured gradual change over time, and was not interested in addressing African-American issues directly. However, he was forced to intervene in the dispute over desegregation at Little Rock High School in Alabama in 1957 by deploying Federal troops. Kennedy was unable to achieve anything concrete during his short presidency, but Johnson was able to pass a substantial raft of reforms in the years 1964-68, including the landmark Civil Rights Act of 1964. In contrast the Congress as a whole was far more conservative, especially during the years 1945-60, and was unenthusiastic over addressing the issue of civil rights. However, the Supreme Court, under its Chief Justice, Earl Warren, issued many landmark decisions which changed the status of African Americans, especially in secondary and further education. Most candidates are likely to refer to the landmark decisions of Brown I in 1954 and Brown II the following year.</p> <p>Other factors which may be considered in addressing the changing status of African Americans include King's peaceful protest campaigns in the years 1955-68. The NAACP also played a prominent campaigning role, especially in the years to 1960. The northern migration of the post-war years led to many well-paid employment opportunities and improved status for African Americans. Finally, the Black Power movement, while achieving little directly, did promote the self-esteem and self-image of African Americans, especially among the young.</p> <p>Level 5: answers will have a secure focus on the question, will consider the reasons for, and the extent of, change for African Americans, and will support the 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. Selection of material may lack balance, and may focus unevenly on the Federal Government and the Supreme Court.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and lacking in both depth and 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 years 1955-68, and requires a judgment on the extent to which the aims and methods of Martin Luther King differed from those of Black Power activists.</p> <p>King hoped that peaceful protest would promote equality of status and opportunity for all African Americans. He sought an end to segregation, and the promotion of a fully integrated American society. His methods over the years were essentially those of peaceful protest. These included the Montgomery bus boycott of 1955-56, the Freedom Rides of 1961, and a campaign against segregation in Birmingham Alabama in 1963. King's methods were less successful in the north of the country: the campaigns in Chicago in 1966 and in Memphis 1968 were significantly less successful than those he had mounted in the south. Black Power was represented by organisations such as the Nation of Islam and the Black Panthers, and one of the principal spokesman for Black Power was Malcolm X. He insisted that divisions between black people and white people could never be bridged and that integration was not possible. On occasions, Malcolm X called for black supremacy and even the creation of a separate African-American Territory within the USA. Some organisations, notably Black Power, promoted a radical agenda for social change. The methods of Black Power were in marked contrast to those followed by King. Confrontations, especially with police officers, were encouraged, and these often exploded into violence. Over time, however, King's civil rights movement and the Black Power groups moved closer together in both their aims and thinking. After a pilgrimage to Mecca, Malcolm X modified his views on segregation as he became aware of Islam's belief in the equality of all races. King's thinking also changed in the late 1960s as he began to address the social and economic issues discussed by Black Power rather than simple desegregation. King and Black Power leaders were in broad agreement over the Vietnam war, which they both opposed. A disproportionate number of African Americans served in Vietnam, and Black Power declared it to be a racist conflict.</p> <p>Level 5: answers will have a secure focus on the question, will consider the differences between King and Black Power, and will support the 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, though selection of material may lack balance.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and lacking in both depth and 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
11	<p>The question is focused on the Korean War of 1950-53, and requires a judgement on the extent to which US involvement in the conflict was successful.</p> <p>Answers may consider both the military and the political outcomes of the war. The landing at Inchon in 1950 was very successful, and raised the real possibility of the defeat of North Korea. However, Chinese intervention encouraged MacArthur to move deep into North Korea as far as the Chinese border. His forces were encircled and their supply lines were cut, resulting in a massive humiliation for US forces. This was only compounded when they were driven out of North Korea completely. The human and financial costs of the war for the US were very high. They lost 33,000 men with a further 103,000 wounded, and defence cost rose dramatically in the years 1950-53. However, involvement in the war helped create a substantial and permanent increase in US military power. In 1945 America emerged from the Second World War as an economic giant; by the mid-1950s they were developing into a global military force. The political effects of the war were broadly positive for the USA. The resolution NSC-68 of 1950 declared that the USA would work to defeat the spread of communism anywhere in the world. Truman believed that Korea, like Berlin in 1948-49, was a Soviet and Chinese test of US resolve. Truman's initial political objective was the containment of communism, a policy which he subsequently developed into the rollback of communist influence in Southeast Asia. He may have failed to achieve the latter, but he was successful in containing North Korea within its recognised boundaries. America's allies also achieved much. The aim of maintaining South Korea as an independent state was achieved, and it subsequently developed into a prosperous democracy. US involvement had a substantial impact on Japan, which was developing into a valuable US ally in the Far East. Japan supplied the US forces with military and other supplies. The economic stimulus which this provided proved to be an important factor in establishing a new democratic system in Japan.</p> <p>Level 5: answers will have a secure focus on the question, will consider the extent of success for the USA, and will support the 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 lacking in both depth and 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
12	<p>The question is focused on US withdrawal from the Vietnam War, and the extent to which this process was influenced by the high human and financial costs.</p> <p>By the end of the war 46,000 American troops had died in combat, while a further 10,000 died from disease and accidents. Some 300,000 were wounded, often severely. The financial costs of the war were huge. Estimates vary, but it is likely that the entire cost of the military engagement in Vietnam ran into at least \$160 billion. This massive expenditure had wrecked Johnson's Great Society programme of the mid-1960s, fuelled inflation in the 1970s, and ultimately led to the devaluation of the dollar. Other factors influenced the decision to withdraw. There was growing opposition from Congress and leading politicians, including Martin Luther King. There was a decline in support for the war in the media, and many saw Cronkite's stance against the war as important. Anti-war sentiment in the USA escalated rapidly after Nixon's election in 1968. There was bitter opposition toward the extension of the war with the launch of ground operations in Cambodia, and anti-war sentiment grew still further with the Kent State shootings in 1970 and the publication of the Pentagon Papers in 1971. Nixon realised that the Tet offensive of 1968 was the turning point in the war. He fought the presidential election of that year on a platform of 'peace with honour' and soon after his election introduced a policy of Vietnamisation. This led to a fall in troop numbers from 550,000 in 1969 to just 20,000 in 1972. Nixon became convinced that the war was unwinnable. The USA may have possessed advanced military technology and huge military and financial resources, but the USA was unable to defeat North Korea as long as the latter relied on substantial military aid from China and the USSR. During his presidency Nixon developed different global priorities which included reaching accords with both China and the Soviet Union: continued involvement in Vietnam made that outcome unlikely.</p> <p>Level 5: answers will have a secure focus on the question, will consider the human and financial costs of the war along with other relevant factors, and will support the 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, though selection of material may lack balance.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and lacking in both depth and 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
13	<p>The question is focused on the presidential elections of the years 1968-2001, and requires an explanation as to why the Democratic party candidates were able to win only three of the nine elections of the period.</p> <p>Answers should address the victories achieved by Jimmy Carter in 1976 and Bill Clinton in 1992 and 1996. The election of 1976 was fought in the aftermath of the Watergate affair and the subsequent pardon which Gerald Ford granted to Richard Nixon. Ford's campaign was disastrous. He appeared bumbling and vague, and did not appear to understand crucial issues of foreign policy. His party was seriously divided by Reagan's attempt to win the Republican nomination. Carter was a Washington outsider who made few concrete promises in his campaign. Despite all of Ford's difficulties, Carter won the election by a margin of just 2%. Although many questions were raised about his personal life, Clinton easily defeated the incumbent Bush in 1992. Clinton was a skilful and charismatic campaigner. He focused his campaign on the country's growing economic difficulties, while his opponents dealt largely with foreign policy. Many voters were unimpressed by the modest talents of Bush's running mate, Dan Quayle. In 1996 Clinton had the advantage of incumbency, an economy in recovery, and no major foreign policy problems. His opponent Bob Dole was much older than Clinton and seemed unable to understand the aspirations of the electorate. 'Only three presidential elections' in the question is an indication that candidates should cover a number of the presidential elections of the period. Two approaches are possible. Candidates may work through a number of elections, comparing the qualities and campaigns of the Republican candidates Nixon, Reagan and the two George Bushes, with their Democratic opponents. Alternatively, answers might suggest that between 1968 and 2001 there was a pronounced rightward shift in American politics. The defection of the south to Nixon and the Republicans indicated the break-up of Roosevelt's New Deal coalition. The political divisions between Republicans and Democrats were enhanced by the rise of the highly conservative Religious Right and changing moral and social values displayed by the Democrats and their supporters. Answers may also focus on providing an explanation for Democratic victories in 1976, 1992 and 1996.</p> <p>Level 5: answers will have a secure focus on the question, will consider the outcome of some of the elections in the period, and will support the 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 lacking in both depth and 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
14	<p>The question is focused on developments in popular culture in the years 1968-2001, and the extent to which a protest culture was responsible for these developments.</p> <p>Relevant material is substantial and candidates may rely on the study of particular aspects of popular culture within the context of wider trends.</p> <p>Popular music was a major influence in the development of the protest culture associated with the late 1960s. Students and other young people rejected the traditional values of US society in favour of communal living, drugs and free love. Popular music reflected this development, as illustrated in the music of Joan Baez, the Beatles, Bob Dylan and the Rolling Stones. Perhaps the high point of 1960s protest culture came with the Woodstock festival of 1969. However, the protest movement itself lasted for only a short time and candidates may question its long-term significance for the development of popular culture. Later developments in music were very diverse, as illustrated by, for example, rap, techno and bubble-gum pop. Grunge music became popular in the 1990s thanks largely to the gloomy lyrics and anti-capitalist attitudes promoted by Nirvana. Other developments in popular culture included the growth of cable and satellite television, which allowed the airing of a wide range of radically different programmes ranging from Little House on the Prairie through the Waltons to the Simpsons and South Park. Popular culture as a whole became associated with liberal policies on sexual liberation and individual morality. On the other hand, some features of popular culture tended to bring different social groups together, notably American football and baseball. Sport was especially important in allowing the emergence of African American athletes into national life.</p> <p>Level 5: answers will have a secure focus on the question, will consider several features of popular and protest culture, and will support the 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 lacking in both depth and 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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