

Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCE in History
(6HI03) Paper C

Advanced

Unit 3

Option C: The United States:
Challenged and Transformed

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General Marking Guidance

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

GCE History Marking Guidance

Marking of Questions: Levels of Response

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

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

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

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

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

Deciding on the Mark Point Within a Level

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

Assessing Quality of Written Communication

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

Unit 3: Generic Level Descriptors

Section A

Target: AO1a and AO1b (13%)

(30 marks)

The essay questions in Part (a) will have an analytical focus, requiring candidates to reach a substantiated judgement on a historical issue or problem.

Level	Mark	Descriptor
1	1-6	<p>Candidates will produce a series of statements, some of which may be simplified. The statements will be supported by factual material which has some accuracy and relevance although not directed at the focus of the question. The material will be mostly generalised.</p> <p>The writing may have some coherence and it will be generally comprehensible, but passages will lack 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> <p>Low Level 1: 1-2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 1: 3-4 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 1: 5-6 marks The qualities of Level 1 are securely displayed.</p>
2	7-12	<p>Candidates will produce statements with some development in the form of mostly accurate and relevant factual material. There will be some analysis, but focus on the analytical demand of the question will be largely implicit. Candidates will attempt to make links between the statements and the material is unlikely to be developed very far.</p> <p>The writing will show elements of coherence but there are likely to be passages which lack clarity and/or proper organisation. The range of skills needed to produce a convincing essay is likely to be limited. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 2: 7-8 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 2: 9-10 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 2: 11-12 marks The qualities of Level 2 are securely displayed.</p>
3	13-18	<p>Candidates' answers will be broadly analytical and will show some understanding of the focus of the question. They may, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus in places. Factual material will be accurate, but it may not consistently display depth and/or relevance.</p> <p>The answer will show some degree of direction and control but these attributes will not normally be sustained throughout the answer. The candidate will demonstrate some of the skills needed to produce a convincing essay, but there may be passages which show deficiencies in organisation. The answer is likely to include some syntactical and/or spelling errors.</p> <p>Low Level 3: 13-14 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p>

		<p>Mid Level 3: 15-16 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 3: 17-18 marks The qualities of Level 3 are securely displayed.</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, with some evaluation of argument. 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>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 a convincing and cogent essay will be mostly in place.</p> <p>Low Level 4: 19-20 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 4: 21-22 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 4: 23-24 marks The qualities of Level 4 are securely displayed.</p>
5	25-30	<p>Candidates offer a sustained analysis which directly addresses the focus of the question. They demonstrate explicit understanding of the key issues raised by the question, evaluating arguments and - as appropriate - interpretations. The analysis will be supported by an appropriate range and depth of accurate and well-selected factual material.</p> <p>The answer will be cogent and lucid in exposition. Occasional syntactical and/or spelling errors may be found but they will not impede coherent deployment of the material and argument. Overall, the answer will show mastery of essay-writing skills.</p> <p>Low Level 5: 25-26 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 5: 27-28 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 5: 29-30 marks The qualities of Level 5 are securely displayed.</p>

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.

Section B

Target: AO1a and AO1b (7% - 16 marks) AO2b (10% - 24 marks) (40 marks)

Candidates will be provided with two or three secondary sources totalling about 350-400 words. The question will require candidates to compare the provided source material in the process of exploring an issue of historical debate and reaching substantiated judgements in the light of their own knowledge and understanding of the issues of interpretation and controversy. Students must attempt the controversy question that is embedded within the period context.

AO1a and AO1b (16 marks)

Level	Mark	Descriptor
1	1-3	<p>Candidates will produce a series of statements, some of which may be simplified, on the basis of factual material which has some accuracy and relevance although not directed at the focus of the question. Links with the presented source material will be implicit at best. The factual material will be mostly generalised and there will be few, if any, links between the statements.</p> <p>The writing may have some coherence and it will be generally comprehensible but passages will lack 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> <p>Low Level 1: 1 mark The qualities of Level 1 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 1: 2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 1: 3 marks The qualities of Level 1 are securely displayed.</p>
2	4-6	<p>Candidates will produce statements deriving from their own knowledge and may attempt to link this with the presented source material. Knowledge will have some accuracy and relevance. There may be some analysis, but focus on the analytical demand of the question will be largely implicit. Candidates will attempt to make links between the statements and the material is unlikely to be developed very far.</p> <p>The writing will show elements of coherence but there are likely to be passages which lack clarity and/or proper organisation. The range of skills needed to produce a convincing essay is likely to be limited. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 2: 4 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 2: 5 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 2: 6 marks The qualities of Level 2 are securely displayed.</p>
3	7-10	<p>Candidates attempt a broadly analytical response from their own knowledge, which offers some support for the presented source material. Knowledge will be generally accurate and relevant. The answer will show some understanding of the focus of the question but may include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus in places. Attempts at analysis will be supported by generally accurate factual material which will lack balance in places.</p>

		<p>The answer will show some degree of direction and control but these attributes will not normally be sustained throughout the answer. The candidate will demonstrate some of the skills needed to produce a convincing essay, but there may be passages which show deficiencies in organisation. The answer is likely to include some syntactical and/or spelling errors.</p> <p>Low Level 3: 7 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 3: 8-9 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 3: 10 marks The qualities of Level 3 are securely displayed.</p>
4	11-13	<p>Candidates offer an analytical response from their own knowledge which supports analysis of presented source material and which attempts integration with it. Knowledge will be generally well-selected and accurate and will have some range and depth. The selected material will address the focus of the question and show some understanding of the key issues contained in it with some evaluation of argument and - as appropriate - interpretation. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked although the selection of material may lack balance in places.</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 and cogent essay will be mostly in place.</p> <p>Low Level 4: 11 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 4: 12 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 4: 13 marks The qualities of Level 4 are securely displayed.</p>
5	14-16	<p>Candidates offer a sustained analysis from their own knowledge which both supports, and is integrated with, analysis of the presented source material. Knowledge will be well-selected, accurate and of appropriate range and depth. The selected material directly addresses the focus of the question. Candidates demonstrate explicit understanding of the key issues raised by the question, evaluating arguments and - as appropriate - interpretations. The analysis will be supported by an appropriate range and depth of accurate and well-selected factual material.</p> <p>The answer will be cogent and lucid in exposition. Occasional syntactical and/or spelling errors may be found but they will not impede coherent deployment of the material and argument. Overall, the answer will show mastery of essay-writing skills.</p> <p>Low Level 5: 14 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 5: 15 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 5: 16 marks The qualities of Level 5 are securely displayed.</p>

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.

AO2b (24 marks)

Level	Mark	Descriptor
1	1-4	<p>Comprehends the surface features of sources and selects from them in order to identify points which support or differ from the view posed in the question. When reaching a decision in relation to the question the sources will be used singly and in the form of a summary of their information. Own knowledge of the issue under debate will be presented as information but not integrated with the provided material.</p> <p>Low Level 1: 1-2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 1: 3-4 marks The qualities of Level 1 are securely displayed.</p>
2	5-9	<p>Comprehends the sources and notes points of challenge and support for the stated claim. Combines the information from the sources to illustrate points linked to the question.</p> <p>When supporting judgements made in relation to the question, relevant source content will be selected and summarised and relevant own knowledge of the issue will be added. The answer may lack balance but one aspect will be developed from the sources. Reaches an overall decision but with limited support.</p> <p>Low Level 2: 5-6 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 2: 7-9 marks The qualities of Level 2 are securely displayed.</p>
3	10-14	<p>Interprets the sources with confidence, showing the ability to analyse some key points of the arguments offered and to reason from the evidence of the sources. Develops points of challenge and support for the stated claim from the provided source material and deploys material gained from relevant reading and knowledge of the issues under discussion. Shows clear understanding that the issue is one of interpretation.</p> <p>Focuses directly on the question when structuring the response, although, in addressing the specific enquiry, there may be some lack of balance. Reaches a judgement in relation to the claim, supported by information and argument from the sources and from own knowledge of the issues under debate.</p> <p>Low Level 3: 10-11 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 3: 12-14 marks The qualities of Level 3 are securely displayed.</p>

4	15-19	<p>Interprets the sources with confidence showing the ability to understand the basis of the arguments offered by the authors and to relate these to wider knowledge of the issues under discussion. Discussion of the claim in the question proceeds from an exploration of the issues raised by the process of analysing the sources and the extension of these issues from other relevant reading and own knowledge of the points under debate.</p> <p>Presents an integrated response with developed reasoning and debating of the evidence in order to create judgements in relation to the stated claim, although not all the issues will be fully developed. Reaches and sustains a conclusion based on the discriminating use of the evidence.</p> <p>Low Level 4: 15-16 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 4: 17-19 marks The qualities of Level 4 are securely displayed.</p>
5	20-24	<p>Interprets the sources with confidence and discrimination, assimilating the author's arguments and displaying independence of thought in the ability to assess the presented views in the light of own knowledge and reading. Treatment of argument and discussion of evidence will show that the full demands of the question have been appreciated and addressed. Presents a sustained evaluative argument and reaches fully substantiated conclusions demonstrating an understanding of the nature of historical debate.</p> <p>Low Level 5: 20-21 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 5: 22-24 marks The qualities of Level 5 are securely displayed.</p>

NB: The generic level descriptors may be subject to amendment in the light of operational experience.

Unit 3 Assessment Grid

Question Number	AO1a and b Marks	AO2b Marks	Total marks for question
Section A Q	30	-	30
Section B Q	16	24	40
Total Marks	46	24	70
% weighting	20%	10%	30%

Section A

C1 The United States, 1820-77: A Disunited Nation?

Question Number	Indicative content	Mark
1	<p>Candidates should have knowledge of the consequences of the Missouri Compromise between 1820 and 1850. Features of the Compromise which suggest that it failed in its objectives might include: the potential for sectional conflict remained because north of the Missouri Compromise line there was huge potential territory left open for potential free states but, to the south, there was very limited room for the expansion of slave states; the 'free-slave' debate was given a new urgency by the acquisition of Oregon (1846), California (1848) and New Mexico (1848), the discovery of gold in California (1848), and the migration of Mormons to Utah; the widening sectional divide in the late 1840s e.g. the Wilmot Proviso (1846) and the Calhoun Doctrine (1847); the necessity for a further Compromise agreement in 1850. Features of the Compromise which suggest that it was successful might include: the issue of the expansion of slavery had been considered closed by the 1820 agreement; up until 1846 both Whigs and Democrats had worked hard and generally successfully in the spirit of the Compromise to keep the issue of slavery out of national politics; the so-called Gag Rule assisted by keeping anti-slavery petitions out of Congress between 1836 and 1844; between 1836 and 1848, 3 slave and 3 free states were admitted to the Union thus preserving the sectional balance set out in the Missouri Compromise.</p> <p>At Level 5, candidates will provide a sustained analysis of the failures and successes of the Missouri Compromise in the years 1820-1850. The answer will offer a reasoned judgement on 'how far' the Compromise was 'essentially a failure' and will be well informed with well selected information and a sustained evaluation. At Level 4, there will be analysis of the Compromise's 'essential' failure with some attempt to reach a reasoned judgement on 'how far'. At Level 3, candidates should provide a broadly analytical response related to the extent to which the Missouri Compromise was a failure, but the detail may be hazy in places and/or the material unbalanced chronologically or thematically. At Levels 1 and 2, candidates will offer simple or more developed statements about the Missouri Compromise with either only implicit reference to failure/success or argument based on insufficient evidence.</p>	30

Question Number	Indicative content	Mark
2	<p>Candidates should know about the impact Andrew Jackson’s Presidency had on the US political system between 1829 and 1837. Features which support the privilege argument about Jackson’s presidency might include: Jackson’s views and/or policies concerning native Americans, slaves and women, e.g. Indian Removal; for the most part, the established political elite retained its power and privilege; Jackson’s use of the ‘spoils system’ concerning federal government appointments; some important democratic features predated Jackson’s tenure, e.g. by the 1820s most adult white males had the right to vote etc. Features which do not support the privilege argument might include: Jackson’s election and Presidency encouraged the development of formal national ‘mass’ parties (the Democratic and Whig parties) which adopted positions on issues, held nominating conventions and included congressmen and senators; the emergence of a new style of political campaigning in the late 1820s and 1830s which involved mass marches, fierce debates, local party organisation and high voter turnout; Jackson’s claim to represent the ‘common man’ against privilege/monied interests, e.g. his campaign against the Bank of the United States.</p> <p>At Level 5, ‘how far’ the candidate agrees with the proposition that President Jackson (1829-37) merely preserved the political power of the privileged in the US will be explicitly addressed and sustained. The answer will be well informed, with well selected information and a sustained evaluation. At Level 4, there will be analysis of the Jackson record on preserving the political power of the privileged with some attempt to reach a reasoned judgement on ‘how far’. At Level 3, candidates should provide some broad analysis relating to the political power of the privileged but the detail may be lacking in places and/or the material unbalanced chronologically or thematically. At Levels 1 and 2, candidates will offer simple or more developed statements about Jackson’s presidency with either only implicit reference to the political power of the privileged or argument based on insufficient evidence.</p>	30

C2 The United States, 1917-54: Boom, Bust and Recovery

Question Number	Indicative content	Mark
3	<p>Candidates should have knowledge of the development of the KKK in the 1920s. Reasons for the revival of the KKK in the 1920s might include: the impact of the book <i>The Clansman</i> by Thomas Dixon and the film 'Birth of a Nation'; the First World War led to the development of patriotism and opposition to 'foreign' influences associated with non-WASP immigration; Southern fear and resentment of black US servicemen returning from France; rural and small town WASP communities in the Mid-West were attracted to the KKK's defence of 'Americanism' and its perceived 'moral code'; the impact of the 'Red Summer' of 1919; effective public relations techniques used by Edgar Young Clark and Elizabeth Tyler to appeal to Protestant fundamentalism and traditional moral values to promote the KKK. Reasons for the decline of the KKK might include: many Americans were repelled by the violence associated with KKK activities e.g. lynchings, burnings and beatings; its 'moral crusade' image was badly damaged by a series of scandals e.g. David Stephenson in Indiana (1925) and corruption/intimidation scandals in Pennsylvania; the failure of Evans' late 1920s 'social club' initiative to boost KKK membership; the KKK was also undermined by immigration legislation passed in 1919, 1924 and 1929.</p> <p>At Level 5, 'so dramatically' and 'so rapidly' will be central in an answer which will be well informed with well selected information and a sustained analysis of the causes of the KKK's revival and decline. At Level 4, there will be analysis of the causes of the KKK's rise and fall with some attempt to focus on 'so dramatically' and 'so rapidly'. At Level 3, candidates should provide some broad analysis related to the reasons for the revival and decline of the KKK but the detail may be hazy in places and/or the material unbalanced chronologically or thematically. At Levels 1 and 2, candidates will provide either only simple or more developed statements about the KKK with either only implicit reference to revival and decline or argument based on insufficient evidence.</p>	30

Question Number	Indicative content	Mark
4	<p>Candidates should have knowledge of the impact left-wing critics had on the shaping of Roosevelt’s New Deal in the 1930s. Features which suggest that they enjoyed considerable influence over the direction of the New Deal might include: Huey P. Long’s ‘Share Our Wealth’ campaign attracted over 8 million members by 1935, established Long as a potential presidential candidate for 1936 and put Roosevelt under pressure; Francis Townsend’s Old Age Revolving Pension Plan had a membership of 500,000 by 1935 and, in that year, a bill based on Townsend’s plan was submitted to Congress; Father Coughlin’s National Union of Social Justice mobilised significant popular support for monetary reform; these critics, and others, helped to steer Roosevelt to the left during the Second New Deal which produced measures dealing with social security, rural electrification and fair labour standards; FDR realised that there were political benefits to be gained by stealing the ‘thunder of the left’.</p> <p>Features which suggest that left-wing critics had little influence over the New Deal might include: socialist and communist demands that the New Deal should dismantle the capitalist economy had little impact e.g. Earl Browder, the communist presidential candidate, received a meagre 79,000 votes in 1936; the NAACP attempted to challenge the unequal treatment of black Americans under the New Deal (e.g. over university entry) but discrimination remained widespread, e.g. in the CCC, the TVA and Roosevelt’s refusal to back anti-lynching legislation.</p> <p>Candidates who consider the impact of right wing critics on New Deal measures in order to evaluate the influence of left-wing critics must be credited.</p> <p>At Level 5, the response will offer a sustained analysis of the extent to which left-wing critics were able to exert considerable influence over the shaping of the New Deal in the 1930s. Here, ‘how far’ will be central in the answer which will be well informed with well selected information and a sustained evaluation. At Level 4, there will be analysis of the influence of left-wing critics with some attempt to reach a reasoned judgement on ‘how far’. At Level 3, candidates will provide broad analysis related to the extent that left-wing critics influenced the shaping of the New Deal but the detail may be hazy in places and/or the material unbalanced chronologically or thematically. At Levels 1 and 2, there will be simple or more developed statements about left-wing criticism of the New Deal with either only implicit reference to its influence or argument based on insufficient evidence.</p>	30

Section B

C1 The United States, 1820-77: A Disunited Nation?

Question Number	Indicative content	Mark
5	<p>Source 1 supports the idea that war came because slavery and modernising capitalism were irreconcilable. It maintains that the South remained in a state of relative economic backwardness, partly because of slavery, while the North forged ahead. This produced North-South tension which was viewed a struggle for the future direction of the US. Source 2 rejects a number of ‘traditional’ reasons for the outbreak of the civil war in favour of ‘emotional unreason and overbold leadership’ which suggests that perceptions based on polarised positions had greater influence. Candidates should note that this extract can be cross-referenced with Source 1. Source 3 focuses on the impact of Lincoln’s victory in 1860 and emphasises that this event, to Southern eyes, was simply the prelude to a concerted Northern assault on the institution of slavery. Once again, candidates should note that Source 3 offers plenty of scope for cross-referencing with the other two extracts.</p> <p>Candidates’ own knowledge of developments in the 1850s and in 1860-61 should be added to the source material and might include: the economic/social differences between the North and South (e.g. over tariffs and taxation, use of slave labour, level of industrialisation, literacy rates, social mobility); the context of growing sectionalism in the 1850s (e.g. the Kansas-Nebraska Bill (1854), ‘Bleeding Kansas’, the emergence of the Republican Party, the Dred Scott case (1857), John Brown’s action at Harper’s Ferry (1859)); Lincoln-Douglas debates (1858) led to southern concerns that Lincoln was an abolitionist; the reaction in the South to Lincoln’s victory in 1860 which was based entirely on the Northern states and 40 per cent of the popular vote; the phased nature of the secession (1860-61); the failure to find a compromise (Buchanan’s reluctance to take a lead, rejection of the Crittenden proposals, the unsuccessful Peace Convention at Washington); the Fort Sumter incident and the response of the Upper South (1861).</p> <p>At Level 5, candidates will present a reasoned judgement about the role played by slavery-capitalism tensions in the outbreak of the Civil War. Here the response will be informed by precisely selected evidence from both sources and own knowledge. At Level 4, there will be analysis of the extent to which the incompatibility of slavery and modernising capitalism led to conflict in 1861. This will be based on confident use of the presented sources and good understanding of the issues under debate. At Level 3, a clear conclusion about reasons for the Civil War, linked to some understanding of the impact of slavery-modernising capitalism tensions will be offered. The sources will be used with some confidence. At Levels 1 and 2, most candidates will see differences in the arguments produced by the sources, and at Level 2 link to own knowledge for valid statements.</p>	40

Question Number	Indicative content	Mark
6	<p>Source 4 gives candidates material to support the view that the South lost the Civil War mainly because of its financial problems. In particular, it points out that the Confederacy experienced difficulties relating to taxation, inflation and the actions of the slave-owning classes. The North, in contrast, managed its financial affairs more successfully by introducing progressive income tax, greenbacks and war bonds. Candidates are likely to use their own knowledge to exemplify and develop these statements about the financial arrangements of the two sides. In contrast, Source 5 maintains that a key Confederate weakness during the war was the Southern states' assertion of their own rights over the claims of Davis and the Richmond government. Source 6 focuses on growing Confederate disillusionment with Davis's leadership and questions the South's commitment to the struggle. Candidates should note that the sources can be cross-referenced on various issues (e.g. taxation, states' rights, Davis's authority).</p> <p>Candidates' own knowledge of other reasons for the South's defeat in the Civil War should be added to the sources and may include: the Southern economy was not as well managed as the North's; finance was more easily raised in the North; the North's significant material advantages (e.g. larger population, more industry) and the South's inability to resource a modern war contributed to the Confederacy's defeat; superior Northern military morale and the North's ability to crush Southern resistance bred Confederate defeatism; Grant and Sherman's concept of total war and their determination to take the fight to the Confederacy; poor military leadership of the Western Confederate armies; the political leadership of Abraham Lincoln and Jefferson Davis; on balance, the South had less effective ministers; states' rights and the fear of provoking internal dissent adversely affected the Confederate war effort.</p> <p>At Level 5, candidates will present a reasoned judgement about the relative importance of the Confederacy's financial problems in the South's defeat in the civil war. Here the response will be informed by precisely selected evidence from both sources and own knowledge. At Level 4, there will be analysis of the extent to which the Confederacy's financial problems led to defeat. This will be based on confident use of the presented sources and good understanding of the issues under debate. Level 3 answers will reach a conclusion probably recognising that the argument is not all about Southern financial problems and clearly recognising that the sources give different interpretations. Sources will be used with some confidence. At Levels 1 and 2, responses are likely to sift the evidence with some basic cross-referencing, and at Level 2 link to own knowledge for valid statements.</p>	40

C2 The United States, 1917-54: Boom, Bust and Recovery

Question Number	Indicative content	Mark
7	<p>Source 7 outlines the argument that the USA's internal problems were more important than international economic difficulties in bringing about the depression which began in 1929. In particular, it focuses briefly on the role played by US agriculture, the corporations and income distribution. Source 8 makes the opposite case by examining the weaknesses of the international arrangements for reparation payments and wartime loan repayments. It also considers the impact of the Wall Street Crash on the international financial system. Candidates should note that Sources 7 and 8 can be cross-referenced regarding the importance of international economic problems. Source 9 examines the negative effects of US overproduction (and consequent under-consumption) in international and domestic terms. This extract can be cross-referenced at several points with the other two sources.</p> <p>Candidates' own knowledge of developments leading to the onset of the Great Depression should be added to the evidence of the sources and may include: the Wall Street Crash and the contribution of speculation in shares and land to US economic instability in the 1920s; under-consumption and overproduction linked to the maldistribution of wealth in US society; Republican economic policies in the 1920s - low taxes, little regulation of business, failure to aid farming, low capital gains tax; weakness of the US banking system; underinvestment; the role of the Federal Reserve's (e.g. its initial 'loose money' policy which fuelled the speculative boom followed by the restriction of the money supply); the problems of the international economy based on war debt repayments, tariffs and trade imbalances; US policy (e.g. tariffs, an inflexible attitude to war debt repayments) exacerbated the economic problems by making it more difficult for European nations to buy American products.</p> <p>At Level 5, candidates will present a reasoned judgement about the relative importance of US internal problems in accounting for the economic downturn in America in 1929. Here, the response will offer a sustained evaluation, informed by precisely selected evidence from both the sources and own knowledge. At Level 4, there will be analysis of the relative importance of internal and international economic problems based on confident use of the presented sources and good understanding of the issues under debate. At Level 3, a clear conclusion will be reached about why the Great Depression hit the USA in 1929, linked to some understanding of the impact of internal problems. The sources will be used with some confidence here. At Levels 1 and 2, most candidates will see differences in the arguments produced by the sources and draw basic conclusions. Level 2 answers should include some own knowledge.</p>	40

Question Number	Indicative content	Mark
8	<p>Source 10 supports the argument that, in the years 1933 to 1939, the New Deal ‘delivered limited economic improvement but achieved considerable social success.’ The extract identifies key economic shortcomings of the New Deal (relating to lack of prosperity and high levels of unemployment) but also argues that Roosevelt’s measures created a more just society by acknowledging previously ‘excluded’ categories such as industrial workers and certain ethnic groups. Nevertheless, it ends with a more pessimistic assessment by stressing the continued economic and social marginalisation of certain groups, including blacks and sharecroppers. Source 11 notes that black Americans embraced the New Deal because it contrasted with the inactivity of previous governments. However, it also maintains that black Americans received less assistance than white Americans under the New Deal and continued to face extensive discrimination within New Deal agencies and wider society. In contrast, Source 12 identifies several economic benefits (e.g. relating to wages, deflation and banking) and identifies several social categories which experienced improvements (workers, farmers, and black Americans). Candidates should note that the three sources provide several cross-referencing opportunities on both sides of the debate.</p> <p>Candidates’ own knowledge of the economic and social impact of the New Deal between 1933 and 1939 should be added to the source material and might include: the record of the ‘alphabet agencies’ (e.g. the CCC, FERA, PWA, NRA) and other measures on particular groups such as farmers, workers, women and black Americans (e.g. New Deal agricultural measures mainly assisted wealthier farmers and NRA over-regulation hampered recovery and damaged some business owners); the New Deal record on unemployment - 7 million in 1937 rising to 10 million in 1938; the effectiveness of the American ‘welfare state’ created by the Wagner, Revenue and Social Security Acts (1935); candidates may also wish to discuss the relative economic importance of rearmament and wartime demand (1939-41).</p> <p>At Level 5, candidates will present a reasoned judgement about how far the New Deal delivered economic improvement and achieved social success. Here the response will offer a sustained evaluation, informed by precisely selected evidence from both the sources and own knowledge. At Level 4, there should be analysis of the extent to which the New Deal produced economic improvement and social success. This will be based on confident use of the presented sources and good understanding of the issues under debate. At Level 3, a clear conclusion about the economic and social impact of the New Deal will be offered, linked to some understanding of economic improvement/social success. The sources will be used with some confidence. At Levels 1 and 2, most candidates will see differences in the arguments produced by the sources, and at Level 2 link to own knowledge for valid statements.</p>	40