

# Mark Scheme (Results) Summer 2011

## GCE History (6HI01/D)

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## General Marking Guidance

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

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

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

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

## **GCE History Marking Guidance**

### **Marking of Questions: Levels of Response**

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

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

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

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

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

### **Deciding on the Mark Point within a Level**

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

### **Assessing Quality of Written Communication**

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

## Unit 1: Generic Level Descriptors

Target: AO1a and AO1b (13%)

(30 marks)

Essay - to present historical explanations and reach a judgement.

Level	Mark	Descriptor
1	1-6	<p>Candidates will produce mostly simple statements. These will be supported by limited factual material which has some accuracy and relevance, although not directed at the focus of the question. The material will be mostly generalised. There will be few, if any, links between the simple statements.</p> <p><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 1: 3-4 marks</b> As per descriptor</p> <p><b>High Level 1: 5-6 marks</b> The qualities of Level 1 are securely displayed; material is convincing in range and depth consistent with Level 1.</p> <p>The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p>
2	7-12	<p>Candidates will produce a series of simple statements supported by some accurate and relevant factual material. The analytical focus will be mostly implicit and there are likely to be only limited links between the simple statements. Material is unlikely to be developed very far.</p> <p><b>Low Level 2: 7-8 marks</b> The qualities of Level 2 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 2: 9-10 marks</b> As per descriptor</p> <p><b>High Level 2: 11-12 marks</b> The qualities of Level 2 are securely displayed; material is convincing in range and depth consistent with Level 2.</p> <p>The writing will have some coherence and will be generally comprehensible, but passages will lack both clarity and organisation. Some of the skills needed to produce effective writing will be present. Frequent syntactical and/or spelling errors are likely to be present.</p>

3	13-18	<p>Candidates' answers will attempt analysis and will show some understanding of the focus of the question. They will, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus. Factual material will be accurate but it may lack depth and/or reference to the given factor.</p> <p><b>Low Level 3: 13-14 marks</b> The qualities of Level 3 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 3: 15-16 marks</b> As per descriptor</p> <p><b>High Level 3: 17-18 marks</b> The qualities of Level 3 are securely displayed; material is convincing in range and depth consistent with Level 3.</p> <p>The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.</p>
4	19-24	<p>Candidates offer an analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked. The selection of material may lack balance in places.</p> <p><b>Low Level 4: 19-20 marks</b> The qualities of Level 4 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 4: 21-22 marks</b> As per descriptor</p> <p><b>High Level 4: 23-24 marks</b> The qualities of Level 4 are securely displayed; material is convincing in range and depth consistent with Level 4.</p> <p>The answer will show some degree of direction and control but these attributes may not be sustained throughout the answer. The candidate will demonstrate the skills needed to produce convincing extended writing but there may be passages which lack clarity or coherence. The answer is likely to include some syntactical and/or spelling errors.</p>

<b>5</b>	<b>25-30</b>	<p>Candidates offer an analytical response which directly addresses the focus of the question and which demonstrates explicit understanding of the key issues contained in it. It will be broadly balanced in its treatment of these key issues. The analysis will be supported by accurate, relevant and appropriately selected factual material which demonstrates some range and depth.</p> <p><b>Low Level 5: 25-26 marks</b> The qualities of Level 5 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 5: 27-28 marks</b> As per descriptor</p> <p><b>High Level 5: 29-30 marks</b> The qualities of Level 5 are securely displayed; material is convincing in range and depth consistent with Level 5.</p> <p>The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.</p>
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*NB: The generic level descriptors may be subject to amendment in the light of operational experience.*

### **Note on Descriptors Relating to Communication**

Each level descriptor above concludes with a statement about written communication. These descriptors should be considered as indicative, rather than definitional, of a given level. Thus, most candidates whose historical understanding related to a given question suggests that they should sit in a particular level will express that understanding in ways which broadly conform to the communication descriptor appropriate to that level. However, there will be cases in which high-order thinking is expressed relatively poorly. It follows that the historical thinking should determine the level. Indicators of written communication are best considered normatively and may be used to help decide a specific mark to be awarded within a level. Quality of written communication which fails to conform to the descriptor for the level will depress the award of marks by a sub-band within the level. Similarly, though not commonly, generalised and unfocused answers may be expressed with cogency and even elegance. In that case, quality of written communication will raise the mark by a sub-band.

### **Unit 1 Assessment Grid**

Question Number	AO1a and b Marks	Total marks for question
<b>Q (a) or (b)</b>	30	30
<b>Q (a) or (b)</b>	30	30
<b>Total Marks</b>	<b>60</b>	<b>60</b>
<b>% Weighting</b>	<b>25%</b>	<b>25%</b>

**D1 Crises, Tensions and Political Divisions in China, 1900-49**

Question Number	Indicative content	Mark
<b>1</b>	<p>The question is focused on the fall of the Qing dynasty in 1911-12, and the significance of revolutionary beliefs in causing that collapse. In considering the given factor, candidates may refer to the nationalist backlash which followed the failure of the Boxer rising. The growth of foreign concessions in China led many to protest actively, against the Russians in Mongolia, and against the importation of American goods; and there was a significant backlash against foreign investment in railways. Many students and the educated middle class began to seek dynastic reform based on the Japanese model introduced by the Meiji Emperor. Sun Yat-sen's Revolutionary Alliance of 1905, and the increasing practice of allowing students to study abroad, led to the growth of western ideas which threatened the stability of the dynasty. A simple description of some of these developments will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. At Level 3 answers will begin to address the significance of revolutionary ideas during the period, but may include significant descriptive or narrative material. At Level 4 candidates will offer reasonable range and depth of accurate and appropriate material and will address the significance of revolutionary ideas along with some other relevant factors. These may include the failure of the Qing modernisation programme after 1900; the fact that the National Assembly was to be an advisory body only; the growing taxation burden; and the widespread flooding and famine of 1910-11. At Level 5 will be those who can offer some evaluation of the significance of revolutionary ideas, weighing the given factor along with others to reach clear and developed conclusions.</p>	30

Question Number	Indicative content	Mark
<b>2</b>	<p>The question is focused on Chiang Kai-shek's restoration of effective central government in China in the years 1926-37, and requires a judgement on the extent of his success. Answers may refer to the Northern Expedition of 1926, backed by Soviet advisers and military supplies, and the extent to which Chiang had defeated the warlords by 1928. A new capital was established at Nanjing for the GMD government. The effectiveness of central control might be suggested by GMD policies. The national finances were restored, and there was some development of the nation's roads and railways; however, most of the budget was devoted to the military. A single national army was established, and the New Life Movement aimed at the promotion of national renewal. A simple outline of some of these events will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. Those who begin to offer an analysis which considers the extent to which central government had been re-established will access Level 3, although there may be significant narrative or descriptive material. At Level 4 there will be an explicit attempt to show how far Chiang and the GMD had secured complete control of the country, perhaps with reference to some contrary evidence. This may include the aftermath of the Shanghai Massacre of 1927, when the CCP established a secure base in Jianxi; the Long</p>	30



	<p>March and its aftermath, which saw an even stronger Communist base established at Shaanxi; and Chiang's failure to resist the extension of Japanese power, especially in northern China, which led to the outbreak of war in 1937. At Level 5 there will be some attempt to address the extent of Chiang's success, drawing clear and developed conclusions.</p>	
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## D2 Mao's China, 1949-76

Question Number	Indicative content	Mark
<b>3</b>	<p>The question is focused on the Great Leap Forward of 1958-62, and on the extent to which its effects were catastrophic for the Chinese people. Answers may refer to further industrialisation envisaged under the Second Five-Year Plan, which required the regimentation of the entire population, including children. Vast human resources rather than mechanical equipment were used, especially on showpiece achievements such as HEP dams and canals. Backyard furnaces were encouraged to produce worthless steel from essential household objects; in the process so many trees were felled that whole regions were deforested. The production of raw materials was an end in itself, and the targets set by the Plan were aspirations rather than economically viable figures. Answers may also refer to the agricultural policies which were developed as part of the Great Leap Forward. The establishment of communes was meant to lead to an increase in food production, but it failed to achieve this, and only led to the imposition of Communist rule throughout the countryside. The famine of 1959-62 which swept through central areas of the country, was one of the outcomes of the Great Leap Forward. A simple outline of some of these points, perhaps focused on the famine, will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. Those who begin to offer an analysis of the effects of the Great Leap Forward on the Chinese people will access Level 3, although there may be significant narrative or descriptive material. At Level 4 there will be an explicit attempt to analyse the effects of the policies of these years, perhaps comparing agricultural and industrial policies, though the answer may lack balance. At Level 5 there will be some attempt to evaluate the effects of Mao's policies on the Chinese people, and to draw clear and developed conclusions.</p>	30

Question Number	Indicative content	Mark
4	<p>The question is focused on the Hundred Flowers campaign of 1957 and the Cultural Revolution of 1966-69, and the reasons why Mao decided to launch both these campaigns. In the mid-1950s, although his political control did not appear to be in question, Mao suggested that intellectuals should come forward and point out any errors which the CCP was making at a local level. At the same time Khrushchev was denouncing Stalin's personality cult, and it is possible that Mao launched the Hundred Flowers campaign to ward off similar criticism of his rule. The scale of the criticism shook Mao, who moved almost immediately to reverse his policy with an anti-Rightist campaign which affected all areas of society and was accompanied by a party purge at all levels. The fact that even Zhou Enlai apologised for slow pace of industrialisation showed that nobody was safe who opposed Mao. The Cultural Revolution was perhaps a more obvious attempt to shore up Mao's position after the failures of the Great Leap Forward and the criticisms he faced in 1962. By 1969 Mao had strengthened his control over party and country, and faced no further threats to his position; though in the process China experienced almost anarchic change. A simple outline of one or both campaigns will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. Those who begin to offer an analysis of the reasons for both campaigns will access Level 3, although there may be significant narrative or descriptive material. At Level 4 there will be an explicit attempt to assess the campaigns, perhaps noting the different levels of political control which Mao exercised in 1956 and 1966. At Level 5 there will be some attempt to evaluate the reasoning behind the campaigns, and to draw clear and developed conclusions.</p>	30

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

Question Number	Indicative content	Mark
5	<p>The question is focused on the Tsarist system of government in the years 1881-1914, and requires a judgement on the extent to which it changed during these years. Answers may note that the autocracy was underpinned by the loyalty of the Orthodox Church, the army and the bureaucracy, as well as significant support from the peasants. There were some demands for changes in the autocracy, but the assassination of Alexander II meant that no attempts to change the system of government succeeded. The 1905 Revolution led to the October Manifesto, with the creation of a legislative Duma and the granting of basic rights of free speech, assembly and worship, and the legalisation of trade unions. Candidates may suggest that Tsarism was even strengthened by the events of 1905. The existence of the Dumas did not limit autocracy, as was made clear by the Fundamental Laws of 1906. The first two Dumas were both uncooperative and short-lived, but the Third and Fourth Dumas survived thanks to the changed electoral system and their unwillingness to attack the Tsar directly. Neither of these Dumas was a rubber stamp; much productive work was completed in the fields of education and state insurance. A simple description of some aspects of Tsarist rule will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. At Level 3 will be answers which begin to address the nature and extent of change, though there may be significant narrative or descriptive material. At Level 4 candidates will offer reasonable range and depth of accurate and appropriate material and will address some features of change over time, though the answer may lack balance and be focused strongly on the later years of the period. At Level 5 will be those who can offer some evaluation of the extent and significance of change, and who offer clear and developed conclusions.</p>	30

Question Number	Indicative content	Mark
6	<p>The question is focused on the revolution of October/November 1917, and the significance of Lenin in explaining the success of the Bolsheviks. In considering the given factor, candidates may refer to Lenin's exile in Switzerland and his return to Petrograd in April 1917. His April Theses meant that the Bolsheviks would no longer work with other parties, while 'Peace, Bread and Land' became a popular slogan. Lenin might be held responsible for the failure of the July Days. Although he fled to Finland, he still controlled his party and influenced its decisions. He returned in October 1917 and persuaded the Central Committee to support an armed insurrection, which was duly, and successfully, carried out on 6-7 November. A simple outline of some of these events will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. Those who begin to offer an analysis of Lenin's leadership will access Level 3, although there may be significant narrative or descriptive material. At Level 4 there will be an explicit attempt to assess Lenin's role in the October/ November revolution, along with some other relevant factors which explain Bolshevik success. These may include the mistakes and growing weakness of the Provisional Government, including the</p>	30

	<p>continuation of the war and its inability to inspire enthusiasm and loyalty among the Russian people; the Kornilov conspiracy, which led to the arming of many Bolsheviks; and Trotsky's direction of the Red Guards in the seizure of key installations during the revolution. At Level 5 there will be some attempt to evaluate the significance of Lenin's leadership and a number of factors which contributed to Bolshevik success.</p>	
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#### D4 Stalin's Russia, 1924-53

Question Number	Indicative content	Mark
7	<p>The question is focused on the collectivisation of agriculture in the years after 1928, and whether the most important outcome of this policy was the imposition of Communist ideology on the countryside. Answers may consider the Party's view that, with socialism taking root in the towns, it was time to extend it to the countryside. NEP meant that agriculture was still run on capitalist lines, with individual landholdings and peasants being able to sell their produce for a profit. The grain procurement crisis of 1927 persuaded many Communists that the peasants were holding the revolution to ransom and promoting their own interests. The forcible introduction of collectivisation replaced capitalism in the countryside with the collective farm and the ending of individual farming. The destruction of the kulak class allowed collectivisation to proceed at full speed until Stalin paused the process with <i>'Dizzy with Success'</i>. One important side-effect of collectivisation was the ideological campaign carried out against the Orthodox Church and the confiscation of church property. A simple description of some results of collectivisation will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. At Level 3 will be answers which begin to analyse some results of collectivisation, but which may include significant descriptive or narrative material. At Level 4 candidates will offer reasonable range and depth of accurate and appropriate material and will address the given factor along with other relevant points. These may include the massive hardship inflicted on the peasants; the collapse of livestock numbers; the drift of population from the countryside to the towns; and that sufficient food was now available for the towns and cities. At Level 5 will be those who consider a range of points on the outcome of collectivisation, and who draw clear and developed conclusions.</p>	30

Question Number	Indicative content	Mark
8	<p>The question is focused on the USSR's war against Germany in the years 1941-45, and requires a judgement on the reasons for the Soviet Union's ultimate success. Answers may note the Nazi-Soviet pact of 1939 which was cast aside by the German invasion of 1941. The Soviets' lack of preparation for war, and Stalin's often ineffectual leadership, meant that Operations Barbarossa and Typhoon came very close to success. Answers do not have to refer in detail to military campaigns, but may note that the Soviet Operation Uranus from 1942 was an effective counter-offensive. The Five-Year Plans proved their worth with the creation of a war economy and the relocation of industries to the east. The USSR was soon exceeding German production of aeroplanes and tanks, notably the brilliant T class. The whole population was mobilised for war, with women and children working in munitions factories, while attacks on the Church ceased as Stalin promoted to notion of the Great Patriotic War. The Grand Alliance with Britain and the USA was vital for Soviet success. Lend-Lease provided food, especially tinned products such as Span, and transport. Military leadership, from men such as Zhukov, compared</p>	30

	<p>well with the German high command. A simple outline of some of these points will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. Those who begin to offer some analysis of reasons for the USSR's success will access Level 3, although there may be significant narrative or descriptive material. At Level 4 there will be an explicit attempt to a range of relevant factors in explaining the defeat of Germany, though the answer may lack balance. At Level 5 there will be an attempt to evaluate various relevant factors in an answer which draws clear and developed conclusions.</p>	
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**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 1945-55, and the significance of World War Two in promoting change. African American consciousness was influenced by anti-fascist propaganda during the war which called for freedom, equality and the destruction of Nazi racism, and many supported the Double V campaign during and after the war. The northern migration had led to greater urbanisation and good job opportunities, which combined to promote a more activist outlook; and there was less open discrimination and segregation in the north. African Americans were aware overall of the significant contribution which they had made to the defeat of Germany and Japan. A simple description of some of these points will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. At Level 3 will be answers which begin to address the extent of change brought by war, but which may include significant descriptive or narrative material. At Level 4 candidates will offer reasonable range and depth of accurate and appropriate material and will address the given factor along with other relevant points. These may include the 1947 report <i>To Secure These Rights</i>, and the broadly favourable attitude of President Truman, who ended segregation in the armed forces and promoted fair employment policies. The role of African Americans in the armed forces might also be considered. The Supreme Court ruled increasingly in favour of desegregation, notably in the two <i>Brown</i> judgements of 1954 and 1955, and the role of the NAACP became increasingly significant. At Level 5 will be those who can offer some evaluation of the reasons for change in the given period, and will draw clear and developed conclusions.</p>	30

Question Number	Indicative content	Mark
10	<p>The question is focused on the successes of the civil rights movement in the years 1955-68, and the significance of King's policy of peaceful protest in accounting for that success. In considering the given factor, candidates may refer to the success of the Montgomery Bus Boycott in 1955-56, and the role of peaceful protest in ensuring success. There were similar successes in the lunch counter protests of the early 1960s, and in the Freedom Rides. While the Albany protest failed, the protests in Birmingham in 1963 were very successful against the bitter opposition led by Bull Connor. Other activities associated with King's policy might include the March on Washington in 1963 and intervention in Selma, Alabama in 1965. A simple description of some of these developments, perhaps focused on King's role, will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. At Level 3 will be answers which begin to address the importance of peaceful protest, but which may include significant descriptive or narrative material. At Level 4 candidates will offer reasonable range and depth of accurate and appropriate material and will address the significance of protest and other factors making for change. These may include the role of the Federal authorities, such as the Supreme Court, and Johnson's determination to push through</p>	30



	<p>civil rights legislation in the years 1964-68 after the less enthusiastic stance taken by Eisenhower and Kennedy. The role of the media, especially in Birmingham, might also be considered. At Level 5 will be those who can offer some evaluation of the importance of peaceful protest and of other factors, and which draw clear and developed conclusions.</p>	
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## D6 Ideology, Conflict and Retreat: the USA in Asia, 1950-73

Question Number	Indicative content	Mark
<b>11</b>	<p>The question is focused on the escalation of US involvement in south-east Asia in the years 1954-63, and requires a judgement on the relative responsibility of Eisenhower and Kennedy for the escalation of that involvement. Eisenhower had already supported France financially against the Vietminh, and after the Geneva Accords of 1954 gave broad support to the Diem regime in South Vietnam. Although Eisenhower regarded Vietnam as a sideshow in the Cold War, he believed that the global balance of power would be affected if Vietnam were reunified under the Communists. He thus gave Vietnam a higher priority than Truman had, pouring in billions of dollars in aid and committing some 1,500 military personnel to the country by 1960. Kennedy, along with his chief advisers McNamara and Rush, saw the Third World as a new Cold War battleground. The Bay of Pigs fiasco and failure in Laos made Kennedy even more determined to support South Vietnam. During Kennedy's presidency the number of military advisers rose to 12,000 and there was significant, though largely secret supplies of arms shipped to South Vietnam. A simple description of the policies of one or both presidents will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. At Level 3 will be answers which begin to analyse questions of responsibility, but which may include significant descriptive or narrative material. At Level 4 candidates will offer reasonable range and depth of accurate and appropriate material and will address directly the range of involvement undertaken by both presidents, though the answer may lack balance, perhaps focusing on Kennedy. At Level 5 will be those who can offer some evaluation of the intervention of both presidents, and will draw clear and developed conclusions which reach a judgement on the responsibility of both men for escalating US involvement.</p>	30

Question Number	Indicative content	Mark
<b>12</b>	<p>The question is focused on the winding down of US military involvement in Vietnam between 1969 and 1973, and requires an explanation of why it took Nixon so long to withdraw the USA from the conflict. Answers may note that the Tet offensive persuaded Nixon that the USA had to take a different approach to the war. He aimed to secure peace with honour, and adopted a two-track approach to that end. His attempts to secure military victory led to the extension of the war to Cambodia with attacks on the Ho Chi Minh trail. There was a significant escalation of the conflict in 1970 in an attempt to force Hanoi to negotiate a settlement, but the only outcome of this campaign was the further collapse in the morale of US servicemen. Further offensives in 1972, including Linebacker II, did not lead to military victory. Nixon's diplomatic offensive, orchestrated by Henry Kissinger, achieved little in the years 1969-71. Nixon needed some form of breakthrough in the election year of 1972, and his dramatic visits to Beijing and Moscow that year led to Brezhnev taking on a role as an intermediary between Hanoi and Washington. Nixon held off agreeing to the October peace initiative until after his re-election, and the peace of January 1973 was virtually identical to that agreed in 1972. A simple description of some of these developments will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. At Level 3 will be answers which begin to analyse reasons for the delay in reaching a settlement, but which may include significant descriptive or narrative material. At Level 4 candidates will offer reasonable range and depth of accurate and appropriate material and will address a range of relevant factors, which might include the collapse of support for the war in the USA. At Level 5 will be those who can offer some evaluation of the various factors at work which militated against peace before 1973.</p>	30

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

Question Number	Indicative content	Mark
<b>13</b>	<p>The question is focused on the presidential election of 1980, and requires an explanation of the reasons for Carter's failure to secure re-election. Carter achieved victory by a narrow margin in 1976; only 54% of voters turned out, and his margin of victory over Ford was just 2%. Carter inherited substantial problems; the country was still divided by Vietnam and Watergate; there was a crisis of law and order in inner cities; and health and welfare provisions were increasingly inadequate. Carter failed to tackle these problems directly or effectively. His economic record was an unpopular combination of high unemployment and rising inflation. He failed to deal effectively with Congress, and never created a solid base of loyal supporters. His foreign policy displayed many weaknesses, including his handling of Brezhnev and the Iran hostages crisis at the end of his term. His Republican opponent, Ronald Reagan, was known as the 'Great Communicator', and was a brilliant campaigner. Reagan could draw on the significant support of the religious right, and on support in the south which Nixon had begun to reach out to in 1968 and 1972. Reagan's policy statements were not specific, but his commitment to smaller government struck a chord with many voters who had not benefited from Carter's term in office. A simple description of some features of Carter's presidency will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. At Level 3 will be answers which begin to analyse the reasons for Carter's defeat, perhaps focused on his lack of success during his term in office, but which may include significant descriptive or narrative material. At Level 4 candidates will offer reasonable range and depth of accurate and appropriate material and will address a number of factors explaining Carter's defeat. At Level 5 will be those who can offer some evaluation of the relative importance of a number of factors which contributed to Carter's defeat, the first incumbent defeat since Hoover in 1932.</p>	30

Question Number	Indicative content	Mark
14	<p>The question is focused on the feminist and gay movements in the period 1968-2001, and requires a judgement on the extent of their success in achieving their aims. Answers which deal with only one of these movements may be awarded a mark up to mid Level 4. The National Organisation of Women was founded in 1966. Under the leadership of Betty Friedan, it promoted the Equal Rights Amendment of 1972, though this had not been ratified by a majority of states ten years later. A major success for feminists was the decision in <i>Roe v Wade</i> of 1972, which legalised abortion. During the 1970s women gained financial and other rights, including the ability to secure credit independently of their husbands. The forceful feminism of the 1960s and 1970s died away in the 1980s since it appeared that most of their important goals had been met. However, some traditional attitudes concerning women remained strong, notably in the south, and as late as 2001 women believed that a 'glass ceiling' existed in many occupations which prevented them from gaining promotion to the highest levels. Gay people, like feminists, were inspired by the struggle for civil rights, and the explosion of Gay Power was rooted in the Stonewall riots of 1969. In 1973 homosexuality was no longer classed as a psychiatric disorder, and in 1980 the Democrats gave their official support to gay rights. Clinton instituted to policy of 'Don't Ask, Don't Tell' for members of the armed forces, and in 2000 Vermont allowed gay civil unions to be registered. However, the AIDS crisis, and the murder of notable victims such as Harvey Milk and Matthew Shepard, suggested that attitudes towards gay people had not changed completely. A simple description of some aspects of the campaigns for female and/or gay equality will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. At Level 3 will be answers which begin to analyse the extent of each movement's success, though there may be passages of descriptive or narrative material. At Level 4 candidates will offer reasonable range and depth of accurate and appropriate material and will address the question of 'substantial progress'. At Level 5 will be those who can offer some evaluation of the progress made by both groups, and who draw clear and developed conclusions.</p>	30

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