

Mark Scheme (Results)

Summer 2014

GCE History (6HI03/C)

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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 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,</p>

		<p>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>
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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.

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</p>

	<p>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>
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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. 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. 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. 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</p>

		<p>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>This question requires candidates to explain why North-South relations deteriorated so sharply in the years 1850-57. Candidates should refer to the impact of developments which fostered growing tension. These might include: the limitations and weaknesses of the 1850 Compromise (e.g. a political deal rather than a genuinely accepted resolution of the territorial question, ambiguous on the issue of popular sovereignty, the divisive implications of the Fugitive Slave Act); the Kansas-Nebraska Bill (1854) ignored the Missouri Compromise and reignited the sectional tensions of 1849-50; growing Northern concerns about a 'slave power conspiracy' provoked, in part, by President Pierce's vigorous enforcement of the Fugitive Slave Act; the polarising effects of the Republican-Democrat political realignment in the 1850s, as revealed by the elections of 1854 and 1856; the influence of <i>Uncle Tom's Cabin</i> (1852) on northern opinion; the impact of Bleeding Kansas (1856) and the Supreme Court decision in the Dred Scott Case (1857) in further sharpening divisions.</p> <p>At Levels 1 and 2 candidates will offer simple or more developed statements about North-South relations (1850-57) with either only implicit reference to the reasons for their sharp deterioration, or argument based on insufficient evidence. At Level 3, candidates should provide a broadly analytical response related to why North-South relations deteriorated so sharply but the detail may be hazy in places and/or the material unbalanced chronologically or thematically. At Level 4, there will be sustained analysis about the reasons for the sharp deterioration in North-South relations with some attempt to reach a reasoned judgement on 'why'. At Level 5, 'why' and 'so sharply' will be central to the answer which will also be well informed and relevant. Well selected and precise information will sustain the evaluation, leading to an overall judgement.</p>	30

Question Number	Indicative content	Mark
2	<p>The question requires an assessment of the successes and failures of Reconstruction (1865-77). It is expected that most candidates will focus on the status of black Americans. Candidates may refer to: the Freedman's Bureau Act (1865) and the creation of higher education institutions (e.g. Howard and Fisk Universities in 1866-67); the Civil Rights Acts of 1866 and 1875; the Thirteenth, Fourteenth and Fifteenth Amendments which became law between 1865 and 1870; the Enforcement Acts of 1870, 1871 and 1872. The effectiveness of these initiatives in improving conditions and changing attitudes can be assessed in a variety of ways including: literacy rates and educational opportunities among ex-slaves; the extent of political representation for black Americans; the reuniting of black American families; the level of white discrimination and violence against black Americans during Reconstruction e.g. the activities of the KKK; the imposition of repressive 'black codes' in southern states; employment opportunities for ex-slaves and the emergence of the civil rights movement.</p> <p>At Levels 1 and 2 candidates offer simple or more developed statements about Reconstruction with either only implicit reference to success/failure or argument based on insufficient evidence. At Level 3, students should provide a broadly analytical response relating to success/failure but the detail may be lacking in places and/or the material unbalanced chronologically or thematically. At Level 4, there will be sustained analysis of success and failure with some attempt to reach a reasoned judgement on the extent to which success 'far outweighed' failure. At Level 5, 'how far' the candidate agrees with the proposition will be explicitly addressed and sustained. The answer will be well informed, with well selected information and a sustained evaluation, leading to an overall judgement.</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 factors promoting the economic boom of the 1920s in the USA. Features which suggest that new technology and new manufacturing methods were responsible for economic prosperity might include: the spread of electrification (covering some 70 per cent of US homes) which (1) created a growing demand for power (2) expanded the electricity industry (3) stimulated the production of home appliances, motorised machines and electric turbines; the development of a mass audience for radio and motion pictures; the growth of the airplane industry (by the 1920s, 24 plants were producing over 20,000 planes per year); the direct and indirect impact of the 'Ford revolution' in car manufacture for the mass market. Candidates should also assess the relative importance of other factors which may include: the impact of government policy (e.g. Republican support for laissez-faire economics; the impact of the Fordney-McCumber Tariff Act (1922); revenue acts (1921-26) which cut surtax from over 50 per cent to 20 per cent; Mellon's favourable tax policy towards the wealthy and the big corporations; reduced regulation of business by the Federal Trade Commission; state and Congressional action against trade unions which favoured business interests); the development of business management (e.g. the growing popularity of 'Taylorism' or 'scientific management'); the growth of large corporations which provided economies of scale and business integration (e.g. by 1929 16 holding companies controlled 90 per cent of US electricity production; the largest 200 corporations controlled 20 per cent of US wealth and, through discount purchasing and research and development, they offered cheaper and better products); advertising became more developed through technological innovations such as the radio and the cinema; new high-pressure selling techniques (e.g. Bruce Barton) were also used; the economic impact of the First World War; the availability of easy credit and hire purchase etc.</p> <p>At Levels 1 and 2 candidates will offer simple or more developed statements about the economic boom of the 1920s with either only implicit reference to new technology/manufacturing methods or argument based on insufficient evidence. At Level 3, students should provide a broadly analytical response related to the extent that the boom was due to new technology/manufacturing methods but the detail may be hazy in places and/or the material unbalanced chronologically or thematically. At Level 4, there will be sustained analysis of the causes of the boom with some attempt to reach a reasoned judgement on 'how far'. At Level 5, 'how far' will be central in an answer which will be well informed with well selected information and a sustained evaluation, leading to an overall judgement.</p>	30

Question Number	Indicative content	Mark
4	<p>This question requires candidates to explain why anti-communism affected US society so greatly in the years 1947 to 1954. Candidates should refer to the impact of developments which fostered the growth of anti-communism in the late 1940s which might include: growing fear of communism in USA due to Cold War developments (e.g. the Gouzenko affair (1945), Truman Doctrine (1947), Marshall Plan (1947), Soviet atom bomb (1949), fall of China (1949), start of Korean War (1950), USA-Soviet race to develop hydrogen bomb); Republican success in the Congressional elections of 1946; the passing of the National Security Act (1947) and the introduction of Federal Loyalty Boards under Executive Order 9835 (1947); anti-subversion laws passed by individual states; the case of 'Dennis versus the United States'(1948); the McCarren Internal Security Act (1950); the role of high profile House Un-American Activities Committee investigations (e.g. into the Hollywood film industry, 1947-51) in heightening anti-communism . Candidates should also have knowledge of the impact of Senator Joseph McCarthy's anti-communist campaign which might include: attacks on government departments and the Democratic Party; manipulation of the media; apparent credibility due to high profile cases e.g. Hiss and Rosenbergs; support from powerful interest groups e.g. defence contractors; the corrosive effect of McCarthyism (stoked by both Republicans and Democrats) on US society and its appeal to certain groups e.g. Catholics and Poles.</p> <p>At Levels 1 and 2 candidates will offer simple or more developed statements about anti-communism with either only implicit reference to the reasons for its significant impact on US society, or argument based on insufficient evidence. At Level 3, students should provide a broadly analytical response related to why anti-communism affected US society so greatly but the detail may be hazy in places and/or the material unbalanced chronologically or thematically. At Level 4, there will be sustained analysis about the reasons for the significant impact of anti-communism on US society with some attempt to reach a judgement on 'why'. At Level 5, 'why' and 'so greatly' will be central to the answer which will also be well informed and relevant. Well selected and precise information will sustain the evaluation, leading to an overall judgement.</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 of a war due to South Carolina's secession from the Union. It maintains that the speed of South Carolina's unilateral action was decisive in removing other options and generating the momentum for other Deep South secessions. An alternative view is put forward in Source 2 which focuses on the issue of slavery. According to the author, Lincoln's election led to exaggerated Southern fears that the 'peculiar institution' was under attack and could only survive if slavery was extended into new territories. Source 3, in contrast, offers a broader perspective on the conflict. This extract maintains that the war was the product of a wider economic clash between a rapidly modernising and industrialising North and a South dominated by white landowners and farmers.</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 phased nature of the secession (1860-61) starting with South Carolina; 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); the economic differences between North and South (e.g. over tariffs and taxation); 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)); the 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.</p> <p>At Levels 1/2 most candidates will see differences in the arguments produced by the sources and at Level 2 link to own knowledge for valid statements. At Level 3 a clear conclusion about reasons for the Civil War will be offered and the sources will be used with some confidence. At Level 4, there should be at least some attempt to discuss the extent to which South Carolina's secession led to conflict in 1861. At Level 5, candidates will present a reasoned judgement about the role played by South Carolina's secession in the outbreak of the Civil War. Here the response will be informed by precisely selected evidence from both sources and own knowledge, leading to an overall judgement.</p>	40

Question Number	Indicative content	Mark
6	<p>Source 4 gives candidates material to support the view that Southern deficiency (rather than Northern advantages) was the main reason for the Union's victory in the Civil War. In particular, it points out that food shortages, inflation, rioting, speculation and desertions undermined the Confederate war effort. In contrast, Source 5 maintains that Lincoln's political and military talents played a key role in Northern success. Lincoln, for example, demonstrated political acumen by keeping the border states in the Union in 1861 and realised the military advantage of direct offensives against the Confederate forces. Source 6 contends that military defeat (rather than problems on the home front) was the main problem for the South. From this perspective, the failure to win enough military victories (culminating in the surrender at Appomattox) caused the Confederacy to collapse.</p> <p>Candidates' own knowledge of other reasons for the Union's victory in the Civil War should be added to the sources and may include: other aspects of Southern deficiency (e.g. the divisive issue of states' rights, fear of a Richmond 'tyranny', and the political limitations of Jefferson Davis); on balance, the North had more effective ministers; the North had access to greater resources to assist in the prosecution of the war; the Northern economy was better managed and finance more easily raised in the North; the effectiveness of Union military tactics under Grant and Sherman; poor military leadership of the Western Confederate armies etc.</p> <p>At Levels 1 and 2 responses are likely to sift the evidence with some cross-referencing, and at Level 2 link to own knowledge for valid statements. Level 3 answers will reach a conclusion probably recognising that the argument is not all about Southern deficiency and clearly recognising that the sources give different interpretations. Sources will be used with some confidence. For Level 4, look for sustained argument on the relative merits of the various arguments. At Level 5, candidates will sustain their argument about the relative importance of Southern deficiency on the basis of precisely selected evidence (from both sources and own knowledge), leading to an overall judgement.</p>	40

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

Question Number	Indicative content	Mark
7	<p>Source 7 supports the argument that flawed government policies were chiefly responsible for the economic downturn which hit the USA in 1929. According to this extract, the 'low tax and minimal regulation' approach of Republican administrations in the 1920s made a significant contribution to the Great Depression. In contrast, Source 8 offers a wider perspective by noting the impact of other factors such as European economic problems after 1918 and the international repercussions of American investors switching to the more lucrative US stock market in the late 1920s. Source 9 emphasises the negative economic effects of productivity and profits increasing at a greater rate than wages in the USA during the 1920s. The maldistribution of income in US society, it argues, led to underconsumption, oversaving and stock speculation. Candidates might link aspects of this argument to the 'flawed government policy' view outlined in Source 7.</p> <p>Candidates' own knowledge of the causes of the Great Depression should be added to the evidence of the sources and may include: other aspects of government economic policy in the 1920s (e.g. high tariffs); the maldistribution of wealth, overproduction and under-consumption; the international economic problems of the 1920s which cut foreign demand for American goods; the impact of the Wall Street Crash; the weaknesses of the US banking system; the long-term economic downturn affecting US agriculture; the 'tight money' policies of the Federal Reserve.</p> <p>At Levels 1/2 most candidates will see differences in the arguments produced by the sources and draw basic conclusions. Level 2 answers should include some own knowledge. At Level 3 a clear conclusion will be reached about the role of flawed Republican government policies as a cause of the Depression and the sources will be used with some confidence. At Level 4, there should be at least some attempt to discuss the relative strength of the arguments for and against on the basis of confident use of the presented sources and good understanding of the issues under debate. At Level 5, candidates will sustain their argument about the extent to which flawed Republican policies led to the Great Depression in 1929 and offer an overall judgement.</p>	40

Question Number	Indicative content	Mark
8	<p>Source 10 offers much support for the view that, due to the New Deal, the US economy 'expanded strongly' (1933-39). This source gives an optimistic assessment of the New Deal's economic impact by stressing the growth of GNP, industrial production, the stock exchange and employment. In sharp contrast, Source 11 provides a scathing verdict on the New Deal's performance. It notes, for example, that the New Deal maintained high levels of unemployment, kept consumer prices high and raised taxes. Source 12 offers some support for both the arguments outlined above. On the one hand, it notes that some economic sectors, such as manufacturing, had recovered to an extent. On the other, it states that investment was sluggish, unemployment remained stubbornly high and some New Deal initiatives had negative effects.</p> <p>Candidates' own knowledge of the New Deal's economic performance between 1933 and 1939 should be added to the source material and might include: reform of the banking and financial system (e.g. 1933 Emergency Banking Act); the record of the 'alphabet agencies' e.g. the CCC, FERA, PWA, NRA; the impact of the New Deal on key sectors of the economy (e.g. industry and agriculture); the New Deal record on unemployment – 7 million in 1937 rising to 10 million in 1938; candidates may also wish to discuss the relative economic importance of rearmament and wartime demand (1939-41).</p> <p>At Levels 1/2 most candidates will see differences in the arguments produced by the sources and at Level 2 link to own knowledge for valid statements. At Level 3 a clear conclusion about the impact of the New Deal on the US economy will be offered and the sources will be used with some confidence. At Level 4, there should be at least some attempt to discuss the extent to which the US economy 'expanded strongly' due to the New Deal. At Level 5, candidates will present a reasoned judgement about how far the US economy 'expanded strongly' due to the New Deal. Here the response will be informed by precisely selected evidence from both sources and own knowledge.</p>	40

