

Mark Scheme (Results) Summer 2011

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</p>

		<p>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>
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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>
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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>
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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>
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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. 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 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 removed sectional conflict from the USA 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 antislavery 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. Features of the Compromise which suggest it did not remove sectional conflict might include: 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.</p> <p>At Levels 1 and 2 simple or more developed statements about the Missouri Compromise with either only implicit reference to removing sectional conflict or argument based on insufficient evidence. At Level 3, students should provide some sustained analysis related to the extent the Missouri Compromise succeeded in removing sectional conflict 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 Compromise's success 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.</p>	30

Question Number	Indicative content	Mark
2	<p>Candidates should know about the measures introduced during the Reconstruction period (1865-77) which were designed to improve conditions for African-Americans. At the outset, the 'promise' of better treatment was contained in the Emancipation Proclamation (1863) and the Thirteenth Amendment (1865). Candidates will then need to assess the success or failure of Reconstruction measures which were intended to raise the status of African-Americans. These may include: the Freedman's Bureau Act (1866) 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 success/failure of these initiatives can be assessed in a variety of ways including: literacy rates and educational opportunities among ex-slaves; the extent of political representation for African-Americans; the reuniting of African-American families; the level of white discrimination and violence against African-Americans during Reconstruction e.g. 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 measures with either only implicit reference to promise/success/failure or argument based on insufficient evidence. At Level 3, students should provide some sustained analysis relating to 'promise' and 'ultimate 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 the 'promise' of Reconstruction and the success/failure of measures with some attempt to reach a reasoned judgement on 'how far'. 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 in which the criteria for 'promised much' and 'ultimately failed' are explicitly explained.</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. Features of the KKK which suggest the organisation had sizeable support and significant influence in the 1920s might include: an estimated national membership of 3-4 million in 1924-5; the KKK was not confined to rural areas but also established itself in large cities such as Detroit, Denver and Dallas; it was able to exert political influence, e.g. two Georgia senators were Klansmen and the KKK allegedly helped to elect governors in Maine, Ohio, Colorado and Louisiana; the KKK helped to destroy the campaign of Al Smith (a Catholic New Yorker) to secure presidential nomination. Features of the KKK which suggest neither sizeable membership nor significant influence might include: rapid collapse in membership to 200,000 by 1929; many Americans were repelled by the violence associated with KKK activities; 'moral crusade' image badly damaged by a series of scandals e.g. David Stephenson in Indiana (1925); failure of Evans' late 1920s 'social club' initiative to boost KKK membership; KKK also undermined by immigration legislation.</p> <p>At Levels 1 and 2 candidates will provide either only simple or more developed statements about the KKK with either only implicit reference to sizeable support/significant influence or argument based on insufficient evidence. At Level 3, students should provide some sustained analysis related to the extent the KKK had sizeable support/significant influence 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 KKK's support and influence 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.</p>	30

Question Number	Indicative content	Mark
4	<p>Candidates should have knowledge of economic development in the USA between 1941 and 1954. Features of the wartime economy which promoted prosperity after 1945 might include: the role of rearmament and lend-lease in bringing about economic recovery, full employment and increased government spending; GNP more than doubled between 1940 and 1945; working conditions improved e.g. higher wages, health insurance and paid holidays; rising wartime affluence was sustained after 1945 by federal measures such as the Economic Bill of Rights (1944), the Selective Serviceman's Readjustment Act (1944) and the Employment Act of 1946. Nevertheless, post-war developments played a major role in creating US prosperity in the years up to 1954. These include: high government spending continued to drive the post-war economy due to the Cold War; military-related research helped to establish post-war industries such as chemicals, electronics and aviation; with Europe devastated after World War Two, the US enjoyed a virtual monopoly on international trade; widespread use of new and more efficient machinery and computers by the US workforce led to a 35% increase in productivity between 1945 and 1954; the end of the war unleashed a pent-up consumer demand worth over \$150 billion.</p> <p>At Levels 1 and 2 candidates will provide either only simple or more developed statements about the US wartime economy with either only implicit reference to its role in creating post-war prosperity or argument based on insufficient evidence. At Level 3, students should provide some sustained analysis related to the extent that the US war economy was responsible for post-1945 prosperity 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 wartime economy's role 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.</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 over slavery. It maintains that slavery lay at the very core of the South's identity and culture, and encouraged a form of nationalism which by 1859-60 was ready to break away from the Union. This view is challenged by Source 2 which focuses on economic differences between the North and the South (e.g. over tariffs and taxation). It also points out that, for many Southerners, the North's moral objection to slavery was a smokescreen designed to conceal its real economic motives. Source 3, in contrast, sees the war arising (though not inevitably) from the consequences of Southern secession and the North's determination to preserve the Union by force if necessary.</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 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 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. 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 slavery led to conflict in 1861. At Level 5, candidates will present a reasoned judgement about the role played by slavery in the outbreak of the Civil War. Here the response will be informed by precisely selected evidence from both sources and own knowledge.</p>	40

Question Number	Indicative content	Mark
6	<p>Source 4 gives candidates material to support the view that Southern disunity was an important factor in explaining the Confederacy's defeat in the Civil War. In particular, it points out that Davis had to contend with the supporters of state rights and secession over a variety of issues (e.g. conscription, taxes and the suspension of habeas corpus). Reference is also made to the conflict between Davis and Stephens, and the Confederate President's inability to act as a unifying leader. In contrast, Source 5 maintains that the Union's significant material resources (e.g. larger population, more manufacturing industry) placed the North at a huge advantage when it came to supplying its military forces. It implies that, for this reason, the defeat of the South was virtually a foregone conclusion. Source 6 examines the issue of military leadership by identifying the strengths which made Grant the North's outstanding army commander.</p> <p>Candidates' own knowledge of other reasons for the Confederacy's defeat in the Civil War should be added to the sources and may include: the role of Abraham Lincoln's political leadership; on balance, the North had more effective ministers; the Northern economy was better managed and finance more easily raised in the North; 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 disunity 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 disunity on the basis of precisely selected evidence from both sources and own knowledge.</p>	40

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

Question Number	Indicative content	Mark
7	<p>Source 7 argues that Hoover's attitudes and personality were ill-suited to dealing with the economic crisis between 1929 and 1933. In particular, his inflexibility and over-developed faith in his own ability were seen as serious flaws and contributed to a lack of realism which helped to extend the Depression. This line of argument can be linked to Source 8 which focuses on Hoover's harmful policies such as the Hawley-Smoot Tariff and his defence of the gold standard. It also reveals that his actions were heavily influenced by his strong belief in self-reliance and a laissez-faire approach to the economy. Candidates may pick up on the phrase 'pursued some harmful policies' which implies that other Hoover measures had a beneficial effect. In contrast, Source 9 portrays Hoover as an activist President who was determined to use government power to curtail the economic downturn. According to this source, Hoover introduced interventionist measures (e.g. Grain Stabilisation Corporation) designed to strengthen the market and stimulate recovery.</p> <p>Candidates' own knowledge of Hoover's policies and attitudes, and their consequences, should be added to the evidence of the sources and may include: Hoover's support for, and the failure of, voluntarism and cooperation; the impact of interventionist initiatives such as the Reconstruction Finance Corporation (1932), the Emergency Relief and Construction Act (1932) and the Federal Home Loans Act (1932); Hoover's belief in the overseas origins of the Depression; his refusal to sanction large-scale government intervention at home and his failure to address serious domestic problems such as income inequalities, a depressed farming sector and bad banking practices.</p> <p>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. At Level 3 a clear conclusion will be reached about the impact of Hoover's policies and attitudes on 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 Hoover's policies and attitudes prolonged the Depression.</p>	40

Question Number	Indicative content	Mark
8	<p>Source 10 supports the argument that, in the period up to 1940, the New Deal did little to improve social and economic conditions in the USA. According to this source, Roosevelt's initiatives brought about only a partial economic recovery, offered little assistance to disadvantaged groups and tended to favour middle income groups and commercial interests. Source 11 offers a more positive assessment by stressing the New Deal's role in raising economic confidence and displaying social compassion. Yet it also concedes that parts of the programme were contradictory and did not foster recovery. Source 12 makes the point that rearmament and the Second World War, not the New Deal, brought about full economic recovery in the USA. It does, however, argue that between 1933 and 1941 the economy was growing at 8-10% per year and unemployment was falling.</p> <p>Candidates' own knowledge of the New Deal between 1933 and 1940 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 particular groups such as farmers, workers, women and black Americans; 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); the relative economic importance of rearmament and the start of war in Europe.</p> <p>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. At Level 3 a clear conclusion about the social and economic record of the New Deal 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 New Deal improved/did not improve social and economic conditions in the USA. At Level 5, candidates will present a reasoned judgement about how far the New Deal improved social and economic conditions. Here the response will be informed by precisely selected evidence from both sources and own knowledge.</p>	40

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