



Mark Scheme (Results)

November 2021

Pearson Edexcel GCSE

In History (1HIA & 1HIB)

Paper 3: Modern depth study (1HIA & 1HIB 33)

Option 33: The USA, 1954–75: conflict at home and abroad

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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.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

Modern depth study: The USA, 1954-75: conflict at home and abroad

Question	
1	Give two things you can infer from Source A about the reasons for opposition to the war in Vietnam. Target: Source analysis (making inferences). AO3: 4 marks.
Marking instructions	
Award 1 mark for each valid inference up to a maximum of two inferences. The second mark for each example should be awarded for supporting detail selected from the source. e.g. <ul style="list-style-type: none">• <i>Some Americans were being treated unfairly because of the war (1). 'While bankers and businessmen are making profits...ordinary working people are made to pay' (1).</i>• <i>They did not want to see any more young people die (1). 'Young men are forced to pay with their lives' (1).</i>• <i>There was no point fighting anymore (1). 'The Vietcong have won the war' (1).</i> Accept other appropriate alternatives.	

Question		
2		<p>Explain why the Vietnam War escalated under President Johnson in the years 1963-68.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Gulf of Tonkin • Ho Chi Minh Trail <p>You must also use information of your own.</p> </div> <p>Target: Analysis of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 6 marks. AO1: 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1]
2	4-6	<ul style="list-style-type: none"> • An explanation is given, showing limited analysis and with implicit or unsustainable links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] <p><i>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	7-9	<ul style="list-style-type: none"> • An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] <p><i>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	10-12	<ul style="list-style-type: none"> • An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] <p><i>No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.</i></p>

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The middle mark in each level may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- Johnson wanted to prevent South Vietnam falling to the Communists but needed to persuade Congress of the need for US troops to take action. The apparent firing of missiles at US ships by North Vietnamese torpedo boats in the Gulf of Tonkin gave Johnson a strong argument.
- The Gulf of Tonkin Resolution (1964) meant that there was nothing to prevent Johnson from escalating the war. He was now authorised by Congress to 'take all necessary measures' to prevent further aggression from North Vietnam.
- The Americans needed to counter the increasing flow of military supplies into South Vietnam along the Ho Chi Minh Trail. Operation Rolling Thunder, a huge aerial bombardment, was aimed at preventing these supplies from reaching Communist forces in South Vietnam.
- The Americans needed to reinforce the military as they were facing an enemy which was being strengthened by large amounts of foreign aid. The USSR and China both supplied the NVA and Vietcong with weapons and other supplies.
- The USA had to escalate the war to deal with the increasing threat presented by the Vietcong. They were starting to carry out more ambitious attacks such as that against the USAF base at Pleiku in 1965.
- President Johnson believed, like many Americans, in the 'Domino Theory' which stated that they had to withstand Communism in places like South Vietnam to prevent other countries from falling under its influence.

Question		
3 (a)		How useful are Sources B and C for an enquiry into the position of black Americans in the 1950s? Target: Analysis and evaluation of source utility. AO3: 8 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance¹. Simple comprehension of the source material is shown by the extraction or paraphrase of some content. Limited contextual knowledge is deployed with links to the sources.
2	3-5	<ul style="list-style-type: none"> Judgements on source utility for the specified enquiry are given, using valid criteria. Judgements are supported by developed comment related to the content of the sources and/or their provenance¹. Comprehension and some analysis of the sources is shown by the selection and use of material to support comments on their utility. Contextual knowledge is used directly to support comments on the usefulness of the content of the sources and/or their provenance.
3	6-8	<ul style="list-style-type: none"> Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance¹ affects the usefulness of the source content. The sources are analysed to support reasoning about their utility. Contextual knowledge is used in the process of interpreting the sources and applying criteria for judgements on their utility.

Notes

1. Provenance = nature, origin, purpose.

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

No credit may be given for contextual knowledge unless it is linked to evaluation of the sources.

No credit may be given for generic comments on provenance which are not used to evaluate source content.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Source B

The usefulness could be identified in terms of the following points which could be drawn from the source:

- It is useful because it suggests that many young black people lived in poverty during this period.
- The run-down nature of the buildings is useful for showing that housing was often unsafe and unhygienic.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- This photograph is taken in a black suburb and visually illustrates the position of many black Americans in the 1950s with regard to housing.
- The photograph was taken by an organisation which campaigned for improvements, so it is possible that there has been a deliberate focus on the worst area.

Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

- In the 1950s, most black Americans in northern cities had low paid jobs and had to live in the poorest parts of town, known as 'ghettos'.
- Black Americans often moved out of the South to find work in northern cities and to get away from discrimination in the South. However, they often found themselves still living in very poor conditions.

Source C

The usefulness could be identified in terms of the following points which could be drawn from the source:

- The source is useful for showing that in 1954 segregation in education was beginning to be broken down.
- The source implies that attitudes were changing, with a senior member of the university saying that they had changed their mind about desegregation.
- The source is useful because it shows which areas of employment black Americans might have been entering in the 1950s.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- The magazine was distributed to a national audience of black Americans, suggesting that black Americans themselves were aware of progress being made.
- The magazine was written for a black American audience so it might exaggerate the ease with which the University of Arkansas had been desegregated to show that it could be achieved elsewhere.

Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

- Desegregation in education was challenged throughout the 1950s through legal cases, such as *Brown v Topeka* (1954).
- Senior politicians in the South often prevented desegregation in education from taking place and managed to delay it significantly. There was widespread mistrust of attempts to desegregate education, e.g. Little Rock High School (1957).

Question		
3 (b)		<p>Study Interpretations 1 and 2. They give different views about the position of black Americans in the 1950s. What is the main difference between the views? Explain your answer, using details from both interpretations.</p> <p>Target: Analysis of interpretations (how they differ). AO4: 4 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> Limited analysis of the interpretations is shown by the extraction or paraphrase of some content, but differences of surface detail only are given, or a difference of view is asserted without direct support.
2	3-4	<ul style="list-style-type: none"> The interpretations are analysed and a key difference of view is identified and supported from them.
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Indicative content guidance</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive and other relevant material not suggested below must also be credited.</p> <ul style="list-style-type: none"> A main difference is that Interpretation 1 suggests that black Americans were making progress in education, voting rights and employment in the early 1950s. Interpretation 2, on the other hand, emphasises the significant problems which still faced the black community throughout America. 		

Question		
3 (c)		Suggest one reason why Interpretations 1 and 2 give different views about the position of black Americans in the 1950s. You may use Sources B and C to help explain your answer. Target: Analysis of interpretations (why they differ). AO4: 4 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> A simple valid explanation is offered but displaying only limited analysis. Support for the explanation is based on simple undeveloped comment or on the selection of details from the provided material or own knowledge, with only implied linkage to the explanation.
2	3-4	<ul style="list-style-type: none"> An explanation of a reason for difference is given, analysing the interpretations. The explanation is substantiated effectively.

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive. The examples below show different approaches to explaining difference, any one of which may be valid. Other valid material must be credited.

- The interpretations may differ because they have given weight to different sources. For example, Source B provides evidence of rundown housing in support of Interpretation 2 while Source C provides evidence of desegregation at a graduation ceremony in support of Interpretation 1.
- The interpretations may differ because they focus on different details. For example, Interpretation 1 focuses on the campaigns being undertaken to improve the lives of black Americans. On the other hand, Interpretation 2 focuses on the specific limitations still facing black Americans.
- They may differ because the authors have a different emphasis – Interpretation 1 is dealing with the potential for progress in the 1950s; Interpretation 2 is dealing with the reality of the situation as it was at the time.

Question		
3 (d)		<p>How far do you agree with Interpretation 2 about the position of black Americans in the 1950s? Explain your answer, using both interpretations, and your knowledge of the historical context.</p> <p>Target: Analysis and evaluation of interpretations. AO4: 16 marks. Spelling, punctuation, grammar and the use of specialist terminology (SPaG): up to 4 additional marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> Answer offers simple valid comment to agree with or counter the interpretation. Limited analysis of one interpretation is shown by selection and inclusion of some detail in the form of simple paraphrase or direct quotation. Generalised contextual knowledge is included and linked to the evaluation.
2	5-8	<ul style="list-style-type: none"> Answer offers valid evaluative comment to agree with or counter the interpretation. Some analysis is shown in selecting and including details from both interpretations to support this comment. Some relevant contextual knowledge is included and linked to the evaluation. An overall judgement is given but its justification is insecure or undeveloped and a line of reasoning is not sustained.
3	9-12	<ul style="list-style-type: none"> Answer provides an explained evaluation, agreeing or disagreeing with the interpretation. Good analysis of the interpretations is shown indicating difference of view and deploying this to support the evaluation. Relevant contextual knowledge is used directly to support the evaluation. An overall judgement is given with some justification and a line of reasoning is generally sustained.
4	13-16	<ul style="list-style-type: none"> Answer provides an explained evaluation reviewing the alternative views in coming to a substantiated judgement. Precise analysis of the interpretations is shown, indicating how the differences of view are conveyed and deploying this material to support the evaluation. Relevant contextual knowledge is precisely selected to support the evaluation. An overall judgment is justified and the line of reasoning is coherent, sustained and logically structured.
Marks for SPaG		
Performance	Mark	Descriptor
	0	<ul style="list-style-type: none"> The learner writes nothing. The learner's response does not relate to the question. The learner's achievement in SPaG does not reach the threshold performance level, e.g. errors in spelling, punctuation and grammar severely hinder meaning.
Threshold	1	<ul style="list-style-type: none"> Learners spell and punctuate with reasonable accuracy. Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall. Learners use a limited range of specialist terms as appropriate.
Intermediate	2-3	<ul style="list-style-type: none"> Learners spell and punctuate with considerable accuracy. Learners use rules of grammar with general control of meaning overall. Learners use a good range of specialist terms as appropriate.
High	4	<ul style="list-style-type: none"> Learners spell and punctuate with consistent accuracy. Learners use rules of grammar with effective control of meaning overall. Learners use a wide range of specialist terms as appropriate.

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

No credit may be given for contextual knowledge unless it is linked to evaluation of the interpretations.

In all levels, the second sentence relates to analysis and while the rest relate to evaluation. The following rules will apply:

- In Level 1, answers that meet the requirements only in relation to analysis without evidence of evaluation should be awarded 1 mark.
- In other levels, answers that meet the requirements only in relation to analysis (but that also fully meet the descriptors for evaluation of the level below) should be awarded no more than the bottom mark in the level.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

The interpretation to be evaluated suggests that the position of black Americans in the 1950s was one of serious disadvantage.

Relevant points from the provided material and own knowledge which support the claim made in the interpretation may include:

- Interpretation 2 reveals the reality of the position for black Americans with civil rights being limited and education very limited.
- Interpretation 2 also explains how black Americans faced serious economic disadvantages in the 1950s.
- Segregation, in the form of the Jim Crow Laws, still dominated in the South and blacks who protested against it put themselves in a dangerous position.
- Segregation was the norm in education. Although it was declared unconstitutional in 1954 many states managed to delay the implementation of desegregation.
- In this period, only around 20% of black Americans in the South were registered to vote and there were very few black politicians.

Relevant points from the provided material and own knowledge which counter the view may include:

- Interpretation 1 emphasises the campaigning activities of the NAACP which had some significant success in challenging unfairness in educational provision.
- Interpretation 1 also claims that black Americans experienced some of the same economic prosperity as other Americans.
- In the 1950s, the basis of segregation in the South – the doctrine of 'separate but equal' – began to be challenged in the courts, e.g. the case of *Brown v Topeka* (1954) and by federal government, e.g. the Civil Rights Act (1957).
- Civil rights groups, such as CORE, managed to organise campaigns against segregation using direct action and which had some success, e.g. Montgomery Bus Boycott.
- Industrial expansion and job opportunities allowed some black Americans to gain well paid employment and there were successful black entrepreneurs.

