Mark scheme

Paper 3: Modern depth study (1HI0/33)

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

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 aims of the Black Panther Party. **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. • They wanted better economic prospects for the Black community **(1)**. They asked for all Black people to have a job **(1).** • They wanted better living conditions for Black Americans **(1)**. They asked for housing which was good enough for human beings **(1).** • They wanted the police to treat Black people fairly **(1)**. They called for an immediate end to police brutality and murder **(1).** Accept other appropriate alternatives.	

Question		
2		Explain why the Montgomery Bus Boycott succeeded in achieving its aims. You may use the following in your answer: • Montgomery Improvement Association (MIA) • Supreme Court You **must** also use information of your own. **Target:** Analysis of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. **AO2:** 6 marks. **AO1**: 6 marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–3**	• 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**	• An explanation is given, showing limited analysis and with implicit or unsustained 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] *Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.*
3	**7–9**	• 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] *Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.*
4	**10–12**	• 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] *No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.*

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

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:

- The Montgomery Improvement Association (MIA) was formed which helped the activists to maintain the Boycott for 381 days with car sharing and other arrangements.
- The NAACP made a strong legal case to the Supreme Court who had already shown they might be more sympathetic to desegregation in the Brown v Board of Education case in 1954.
- The Supreme Court supported the decision of the Montgomery federal court which stated that racially segregated seating was unconstitutional.
- Rosa Parks refused to give up her seat when asked to move to the back of the bus on 1st December, 1955. The brave example set by Parks, who was a well-respected member of the NAACP, encouraged others to campaign for desegregation.
- Martin Luther King, a young Baptist minister, managed to gain widespread support for the Boycott including some people from the white community.
- The bus company was threatened with bankruptcy because the boycott continued for such a long time. Widespread support for the Boycott meant that buses weren't carrying enough passengers to make a profit.

Question		
3 (a)		How useful are Sources B and C for an enquiry into the effects of the Tet Offensive on American attempts to win the Vietnam War? **Target**: Analysis and evaluation of source utility. **AO3**: 8 marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–2**	• A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance[1]. 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**	• 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 provenance[1]. 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**	• Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance[1] 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.

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:

- The source shows the scale of the Vietcong attacks with every major town and US base being attacked.
- The source suggests that American control in South Vietnam was fragile.
- It shows that the Americans were suffering casualties.

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 journalist experienced the Tet Offensive at first-hand; he was in Saigon when it happened.
- The journalist is writing 30 years after the events described and has the benefit of knowing the outcome of the Tet Offensive.

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

- The fighting in Saigon came as a surprise to the South Vietnamese and American forces with a VC suicide squad even getting into the grounds of the US embassy.
- Reports from the Tet Offensive shocked American public opinion because they had been told they were winning the war.

Source C

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

- The source shows the American troops restoring order on the first day of the offensive.
- The source shows how the Americans were very well equipped and were able to overpower their enemy.

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 photograph was taken by an American press photographer who might have been trying to show how the Americans were back in control of the embassy.
- The purpose of the source might have been to encourage American citizens to believe that they were winning the war because it does not show any of the damage caused by the Tet Offensive.

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

- The Vietcong was destroyed as a fighting force by huge losses in the Tet Offensive and most of the fighting was then done by the NVA.
- The suicide squad, which had attacked the US embassy, only managed to get into the grounds and not into the building itself.

Question		
3 (b)		Study Interpretations 1 and 2. They give different views about the effects of the Tet Offensive on American attempts to win the Vietnam War. What is the main difference between the views? Explain your answer, using details from both interpretations. **Target**: Analysis of interpretations (how they differ). **AO4**: 4 marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–2**	• 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**	• The interpretations are analysed and a key difference of view is identified and supported from them.

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

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 and other relevant material not suggested below must also be credited.

- A main difference is that Interpretation 1 suggests that the defeat of the Tet Offensive would lead to American victory in the war. Interpretation 2, on the other hand, emphasises the fact that the events of the Tet Offensive had shown the American public that the war could not be won.

Question		
3 (c)		Suggest **one** reason why Interpretations 1 and 2 give different views about the effects of the Tet Offensive on American attempts to win the Vietnam War. 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**	• 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**	• 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.

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 some support for Interpretation 2, which stresses the challenges posed to the US attempt to win the war by such widespread communist attacks, while Source C provides some support for Interpretation 1, which emphasises setbacks suffered by communist forces, helping the US pursuit of victory.
- The interpretations may differ because they take different viewpoints. Interpretation 1 takes a military view while Interpretation 2 takes a wider social view by looking at the impact of the Tet Offensive on American public opinion.
- The interpretations may differ because the authors have a different emphasis – Interpretation 1 is dealing with the immediate military result of the Offensive; Interpretation 2 is dealing with the longer term impact on the views of the American public.

Question		
3 (d)		How far do you agree with Interpretation 2 about the effects of the Tet Offensive on American attempts to win the Vietnam War? Explain your answer, using both interpretations, and your knowledge of the historical context. **Target**: Analysis and evaluation of interpretations. **AO4**: 16 marks. **Spelling, punctuation, grammar and the use of specialist terminology (SPaG)**: up to 4 additional marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–4**	• 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**	• 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**	• 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**	• 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	• 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**	• 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**	• 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**	• 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.

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 Tet Offensive had a negative effect on the American war effort in Vietnam.

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

- Interpretation 2 suggests that the American public turned against the war and this put pressure on Johnson to begin peace negotiations.
- Interpretation 2 suggests that fighting in the grounds of the US embassy and the attacks across the country showed that they were not winning the war.
- Larger scale protests against the war took place in America from 1968 onwards and many believe that the Tet Offensive was the reason for this.
- Communist forces attacked 100 towns and cities in the largest offensive of the war up to that point. South Vietnamese forces lost control of parts of Saigon temporarily and had to fight hard to recapture Hue with fighting lasting one month.
- Reporters on television openly expressed doubts about the claims made by the American government before Tet that they were winning the war.

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

- Interpretation 1 suggests that the Tet Offensive was a failure for the communist forces who had lost 58,000 soldiers in the fighting and that the Americans were now in a stronger position to win the war.
- Interpretation 1 suggests that the VC could no longer take on the American forces and President Johnson was encouraged to think that he could soon bring the war to a victorious end.
- The government of North Vietnam had hoped that the Tet Offensive would lead to further uprisings against the USA in the South but these did not take place, which meant that US attempts to win the war were not strongly challenged in the South.
- The VC who attacked the US embassy did enter the grounds but not the building itself and all fifteen of them were killed or captured.
- Atrocities carried out by the VC in places like Hue convinced some people in South Vietnam and America that it was important for US forces to win the war.