

Mark Scheme (Results)

Summer 2025

Pearson Edexcel GCSE
In History (1HI0)
Paper 3: Modern depth study

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 Ho Chi Minh Trail during the Vietnam War. 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.

- *The Ho Chi Minh Trail was not a formal route (1). The people are walking along uneven terrain; there is no clear path (1).*
- *People carrying supplies along the Ho Chi Minh Trail were civilian supporters of the Vietcong (1). They did not have weapons (1).*
- *The ground was so difficult that it needed supplies to be carried by individuals rather than being transported in wagons or motor vehicles (1). The supplies are being carried by individuals and the supplies are in baskets or on poles (1).*

Accept other appropriate alternatives.

Question		
2 (a)		Explain why the Montgomery Bus Boycott (1955-56) was successful. You may use the following in your answer: • Montgomery Improvement Association (MIA) • US 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]
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 answers that do not address three or more aspects of content.*
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 that do not address three or more aspects of content.*

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:

- The boycott was successful because the Montgomery Improvement Association was formed and organised the boycott to be city wide.
- The boycott could be sustained for over a year because the MIA organised a system of carpools so that Black workers could get to work.
- The federal district court ruled that segregation on the buses was illegal and this decision was upheld by the US Supreme Court, which led to the successful conclusion of the boycott.
- The mass action of the boycott was so powerful that the bus company became bankrupt.
- People united behind Rosa Parks because she was respected in the Black community.
- The leadership of the boycott was successful in mobilising public opinion after the charismatic speaker, Martin Luther King, was elected president of the MIA, and public sympathy grew when the media publicised the arrests of the boycott leaders and the bombing of M L King's home.

Question		
2 (b)		Explain why Black Power emerged in the 1960s. You may use the following in your answer: • Stokely Carmichael • Black culture 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]
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 answers that do not address three or more aspects of content.*
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 that do not address three or more aspects of content.*

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:

- Stokely Carmichael coined the term 'Black Power' in 1966, after becoming frustrated by the non-violent approach of the SNCC and the slow progress of civil rights.
- Black culture fostered a growing sense of identity among the Black community, with the emergence of Black Power emphasising being proud of Black ideals of beauty, Black literature, Black history, etc.
- Black Power built upon the ideas of Malcolm X, which already had much support among the Black community whereas the influence of Martin Luther King was limited in the northern states.
- The emergence of Black Power was boosted by the development of the Black Panther Party, creating a sense of community among Black Americans.
- The ideas of Black Power fitted in with the counter-culture of the 1960s and therefore gained widespread support from young people.
- The Black Power salute given by Tommie Smith and John Carlos at the Mexico Olympics in 1968 gained international publicity and meant that Black Power emerged as a worldwide concept.

Question		
3 (a)		How useful are Sources B and C for an enquiry into the escalation of US involvement in the conflict in Vietnam in the 1960s? Explain your answer, using Sources B and C and your knowledge of the historical context. 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 (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:

- Source B makes it clear that President Kennedy was willing to commit the USA to increased involvement in Vietnam.
- Source B suggests that Kennedy was willing to offer military support to the government of South Vietnam in a range of ways, e.g. air transport, equipment, and training.
- The source suggests that Kennedy recognised other types of aid was needed for the government of South Vietnam to be successful in, and after, the war, e.g. advisers and economic aid.

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 source provides valuable insight into Kennedy's policies because the document was so important that it was classified as top secret.
- The document was produced in 1961, early in Kennedy's Presidency, and marked the start of the escalating involvement of the USA in Vietnam.

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

- Kennedy felt under pressure to support the government in South Vietnam because he believed in the Domino Theory.
- Kennedy sent 'Green Beret' special forces into Vietnam.

Source C

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

- Source C suggests that Johnson saw the need to increase the US fighting force in Vietnam as a defensive measure, in response to 'aggression'.
- Source C shows that President Johnson was willing to escalate US involvement in Vietnam in response to an assessment by the American military commander in Vietnam.
- Source C suggests that Johnson was prepared to increase American involvement even further in the future and to increase conscription.

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 source comes from a speech by President Johnson, in which he was both explaining and justifying his policy to the public.
- The source was produced shortly after US forces allegedly came under attack in the Gulf of Tonkin, which prompted a more aggressive policy from Johnson.

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

- The Gulf of Tonkin Resolution said that Johnson could take any action necessary in Vietnam without the need for approval from Congress.
- Johnson was seen by many as personally responsible for the dramatic increase in US involvement in Vietnam and mounting casualties.

Question		
3 (b)		Study Interpretations 1 and 2. They give different views about the escalation of US involvement in the conflict in Vietnam in the 1960s. 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 (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 and other relevant material not suggested below must also be credited.

- A main difference is that Interpretation 1 suggests that Kennedy was responsible for increased US involvement in Vietnam, as shown by the way that military assistance to South Vietnam doubled and the number of advisers almost tripled. Interpretation 2, on the other hand, suggests that Johnson was responsible for the escalation of US involvement, including military bombing and the deployment of combat troops in Vietnam.

Question		
3 (c)		Suggest one reason why Interpretations 1 and 2 give different views about the escalation of US involvement in the conflict in Vietnam in the 1960s. 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 (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 the authors have given weight to different sources. For example. Source B gives details of Kennedy's commitment to provide aid to the South Vietnamese government, which provides some support for Interpretation 1's emphasis on the responsibility of Kennedy for US increasing involvement. However, Source C, suggesting that Johnson was prepared to commit increasing numbers of American troops, offers some support for Interpretation 2, which suggests that Johnson was responsible for an aggressive plan of escalating US involvement in actual combat.
- The interpretations may differ because the authors are writing from different perspectives; the author of Interpretation 1 is focusing on an early stage of US involvement under Kennedy, while Interpretation 2 is explaining a later stage in the escalation of US involvement under Johnson.
- They may differ because the authors have a different emphasis; the author of Interpretation 1 is focusing on the various types of US support Kennedy offered to the South Vietnamese government. Interpretation 2 is explaining the changed nature of US involvement created by Johnson's commitment to armed forces.

Question		
3 (d)		How far do you agree with Interpretation 2 about the escalation of US involvement in the conflict in Vietnam in the 1960s? 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 (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 President Johnson was responsible for escalating US involvement in Vietnam into an aggressive war.

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

- Interpretation 2 claims that Johnson was the president who was most responsible for escalating American involvement in Vietnam into a war of direct military combat.
- Interpretation 2 states that Johnson was committed to an aggressive plan, which included the introduction of bombing and the use of ground troops.
- Johnson used the Gulf of Tonkin incident as a reason for the escalation of US involvement in Vietnam.
- Johnson continued to escalate US involvement in Vietnam, despite a growing number of protests.
- Johnson approved the use of extensive bombing, e.g. Operation Rolling Thunder.

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

- Interpretation 1 states that Kennedy's commitment of the US to involvement in Vietnam was a turning point.
- Interpretation 1 gives details of the extent of US involvement in Vietnam under Kennedy: assistance, advisers and using chemical weapons.
- Kennedy wanted to appear strong against communism and was therefore willing to support a corrupt regime in South Vietnam.
- American involvement under Kennedy included the policy of strategic hamlets.
- Kennedy approved the use of defoliants such as Agent Orange, and herbicides such as Agent Blue, in an attempt to reduce support among the Vietnamese peasants for the Vietcong.

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