



GCE

History A

Unit **Y252/01**: The Cold War in Asia 1945–1993

Advanced Subsidiary GCE **H105**

Mark Scheme for June 2016

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.















All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Simple comment
	Unclear
	View

1. Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix
2. Here is the mark scheme for this question paper.

Question	Answer/Indicative content	Mark	Guidance
1*	<p>Assess the reasons for the fall of China to communism in 1949.</p> <p>In arguing that the fall of China to communism was due to American policy,</p> <ul style="list-style-type: none"> • Answers might consider the concessions made by Roosevelt to Stalin at Yalta. • Answers might consider America gave insufficient aid to Jiang Jieshi. • Answers might consider America's decision not to intervene on a large-scale and reverse the policy of demobilisation. • Answers might consider the State department's belief that other areas, such as Europe, the Middle East and Japan were more important. <p>In arguing that other factors were more important,</p> <ul style="list-style-type: none"> • Answers might consider the Japanese invasion as this helped Mao's rise to power as the Japanese distracted Jiang, cost him troops and money. • Answers might consider the Japanese invasion damaged Jiang's reputation as a nationalist leader who could defend China. • Answers might consider the communist appeal to the peasantry; their emphasis on equal distribution of wealth appealed to China's poor. • Answers might consider Jiang's loss of middle class support, largely as a result of his economic policies. • Answers might consider the failings of the GMD army, which was corrupt, had low morale, conscripted peasants and had lost large numbers. 	30	<ul style="list-style-type: none"> • No set answer is expected • At Level 5 there will be judgement as to the relative importance of the reasons. • At higher levels, answers might establish criteria against which to judge the relative importance of the reasons. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> • Answers might consider the strategic mistakes of Jiang and his generals. • Answers might consider the military performance of the communists, the ability to mobilise the whole population, the behaviour of communist soldiers. • Answers might consider Mao's leadership. 		
2*	<p>'US opposition to French colonialism was the main reason for American involvement in Indochina between 1945 and 1954' How far do you agree?</p> <p>In arguing that US opposition to French colonialism was the main reason for US involvement in Indochina</p> <ul style="list-style-type: none"> • Answers might consider the US opposed French economic exploitation of the region. • Answers might consider the US State Department criticised French rule and argued that unless self-government was granted there would be unrest. • Answers might consider Truman encouraged the French to give more self-government. • Answers might consider Roosevelt had called for sovereign rights and self government to be restored to those who had been forcibly denied them. <p>In arguing that there were other reasons for US involvement in Indochina,</p> <ul style="list-style-type: none"> • Answers might consider there was concern about developments in the Cold War. • Answers might consider there was a fear that Ho was a puppet of Stalin. • Answers might consider Truman was under attack for losing China. 	30	<ul style="list-style-type: none"> • No set answer is expected • At Level 5 there will be judgement as to the relative importance of the reasons. • At higher levels, answers might establish criteria against which to judge the relative importance of the reasons. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> • Answers might consider the JCS informed Truman that the world balance of power was at stake in south east Asia and there were strategically vital materials in the region, such as rubber. • Answers might consider Japan and Australia might be vulnerable to attack. • Answers might consider China and the Soviet Union recognised the Democratic republic of Vietnam in 1950, but America had not. • Answers might consider the influence of NSC-68 • Answers might consider US supported French colonialism as France argued that Ho was part of a worldwide communist conspiracy. • Answers might consider the US considered France valuable allies against communism. • Answers might consider they wanted to help France as they were important to the stability of the Western Alliance in Europe and NATO. 		
3	<p>Most historians believe that the main reason America failed to win the [Vietnam] war was that the establishment of a viable South Vietnamese state was beyond American capabilities.</p> <p>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</p> <p>The historical debate is based around the reasons why the US was unable to win the Vietnam War. The debate centres on whether it was due to the failure to establish a viable regime in Vietnam or other factors.</p>	20	<ul style="list-style-type: none"> • No set answer is expected. • Candidates must use their knowledge and understanding of the historical context and the wider historical debate surrounding the issue to analyse and evaluate the given interpretation. • Candidates must refer to at least one other interpretation. • The quality of analysis and the evaluation of the interpretation should be considered when assigning answers to a Level, not the quantity of other interpretations included in the answer. • Other interpretations considered as part of evaluation and analysis of the given interpretation do not need to be attributed to specific named historians, but they must be recognisable historical interpretations, rather than the candidate's own viewpoint.

Question	Answer/Indicative content	Mark	Guidance
	<p>In analysing the strengths and limitations of the interpretation, answers might consider whether there was the possibility of the US establishing of viable state in South Vietnam.</p> <p>In analysing and evaluating the strengths of the given interpretation, answers might use knowledge and understanding of:</p> <ul style="list-style-type: none"> • The corrupt and unpopular nature of the Saigon regime. • The regime in the South was US dominated and therefore unpopular. • Vietnamese nationalism, which opposed the US supported regime. • The Communists had political and economic appeal making it impossible to establish a viable state. • The guerrillas had the support of the civilian population, even in the south. • The impossibility of winning ‘hearts and minds’. <p>In analysing and evaluating the limitations of the given interpretation, answers might use knowledge and understanding of:</p> <ul style="list-style-type: none"> • The military strategy of the US and that more ground troops and air power would have won. • Greater force would have brought victory. • The faulty US strategy and not enough emphasis on winning ‘hearts and minds’. • The failure to focus on pacification and counter insurgency. • Bombing alienated many in the south. 		<ul style="list-style-type: none"> • Answers may include more on strengths or more on limitations and there is no requirement for a 50/50 split in the evaluation, however, for Level 5 there should be well-supported evaluation of both, in line with Levels descriptors. • Candidates are not required to construct their own interpretation.

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	<p>Other interpretations that might be used in evaluation of the given interpretation are:</p> <ul style="list-style-type: none">• Interpretations focusing on military strategy.• Interpretations focusing on domestic pressures, such as the media and the changing attitudes after the Tet offensive.• Interpretations that focus on the aid provided by Russia and China.		

APPENDIX 1 – this contains the generic mark scheme grids

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	Generic mark scheme for Section A, Questions 1 and 2: Essay [30]
Level 5 25–30 marks	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
Level 4 19–24 marks	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
Level 3 13–18 marks	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
Level 2 7–12 marks	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
Level 1 1–6 marks	The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

	<i>A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	Generic mark scheme for Section B, Question 3: Interpretation [20]
Level 5 17–20 marks	The answer has a very good analysis of the interpretation. It uses detailed and relevant knowledge of the historical context and shows thorough understanding of the wider historical debate, in the form of detailed examination of other interpretations, in order to produce a well-supported evaluation of both the strengths and weaknesses of the given interpretation.
Level 4 13–16 marks	The answer has a good analysis of the interpretation. It uses relevant knowledge of the historical context and good understanding of the wider historical debate, in the form of examination of other interpretations, in order to produce a supported evaluation of both the strengths and weaknesses of the given interpretation.
Level 3 9–12 marks	The answer has a partial analysis of the interpretation. It uses some relevant knowledge of the historical context and shows partial understanding of the wider historical debate, in the form of reference to other interpretations, in order to evaluate the strengths and weaknesses of the given interpretation. The evaluation may be un-even with only limited treatment of either limitations or strengths, but both will be addressed.
Level 2 5–8 marks	The answer has a limited analysis of the interpretation. It uses generalised knowledge of the historical context and shows limited understanding of the wider historical debate, in the form of generalised reference to other interpretations, in order to produce a limited evaluation of the given interpretation. The evaluation may deal with either strengths or limitations in a very superficial way, or may only address limitations or strengths.
Level 1 1–4 marks	The answer has a very limited analysis of the interpretation which may be descriptive and relate more to the topic area than the detail of the interpretation. It uses very limited and generalised knowledge of the historical context and shows very limited or no understanding of the wider historical debate, with reference to other interpretations being implicit or lacking, in order to produce a very simplistic, asserted evaluation of the given interpretation.
0 marks	No evidence of understanding or reference to the interpretation.

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