

GCE

History A

Unit : Y222/01 The Cold War in Asia 1945 - 1993

Advanced GCE

Mark Scheme for June 2018

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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
BP	Blank Page
	Highlight
Off-page comment	
A	Assertion
AN	Analysis
EVAL	Evaluation
EXP	Explanation
F	Factor
ILL	Illustrates/Describes
IRRL	Irrelevant, a significant amount of material that does not answer the question
J	Judgement
KU	Knowledge and understanding
P	Provenance
SC	Simple comment
	Unclear
V	View

Here are the subject specific instructions for this question paper

Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix.

Question		Answer/Indicative content	Mark	Guidance
1	(a)	<p>Which of the following was of greater importance as a reason for the involvement of the USA in the war in Vietnam?</p> <p>(i) The battle of Dien Bien Phu (ii) The Gulf of Tonkin incident</p> <p>Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> • In dealing with Dien Bien Phu, answers might consider the potential implications for the expansion of communism into Vietnam as a result of Dien Bien Phu. • Answers might develop this point further and discuss the ‘domino theory’ outlined by Eisenhower in April 1954. • Answers might consider the subsequent withdrawal of France from Vietnam and the vacuum created which the US decided to fill. • Answers might consider the fear of the extension of Chinese influence into the area. • Answers might consider the personal political concerns of Eisenhower who did not want to be held responsible for the loss of Vietnam. • In dealing with the Gulf of Tonkin incident, answers might consider the attacks on the Maddox and the Turner Joy required a US response. • Answers might consider the details of the Tonkin Resolution which effectively gave the President carte blanche to intervene in Vietnam as and how he wanted. • Answers might consider the domestic political context of a presidential election campaign. • Answers might consider the pressure for intervention created by the reporting of the incident in the press. • Answers might consider the optimism about the war following recent successes by the South Vietnamese against the DRV. 	10	<ul style="list-style-type: none"> • No set answer is expected. • Judgement must be supported by relevant and accurate material. • Only credit material relevant to the question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or may take a continually comparative approach. Either approach is acceptable. • 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
(b)*	<p>‘Chinese intervention was the only reason North Korea was not defeated in the Korean War, 1950-53.’ How far do you agree?</p> <ul style="list-style-type: none"> • In arguing that Chinese intervention was important, answers might point out that when the US led forces reached the Yalu River the Chinese sent 150,000 men into North Korea. • Answers might assess the importance of the size of Chinese forces which numbered at least 300,000 men against the 270,000 men defending the South. • Answers might discuss the importance of Chinese forces to the advance of the North into South Korea for a second time in 1950. • Answers might refer to the supply of materials into North Korea from China. • Answers might discuss Chinese military successes against US forces, for example at Chosin in November 1950. • Answers might discuss the divisions Chinese intervention sparked within the US led coalition about MacArthur and the strategy to be used. • In arguing other factors explain why North Korea was not defeated, answers might discuss the problems of co-ordinating a multi-national force. • Answers might discuss the support of Stalin for North Korea, if only diplomatically. • Answers might discuss the inadequacies of Syngman Rhee. • Answers might discuss the fragility of morale amongst US troops. • Answers might discuss the problem of the weather and terrain. • Answers might discuss the strength of the communist regime in the North and the exploitation of Korean nationalism. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels, candidates will focus on ‘how far?’ etc) but at Level 4 may simply list factors. • At Level 5 and above, there will be judgements as to the relative importance of Chinese intervention. • At higher levels, candidates might establish criteria against which to judge the factors that explain why North Korea was not defeated. • 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 to analyse and evaluate the sources, in line with descriptions in the levels mark scheme.

Question		Answer/Indicative content	Mark	Guidance
2	(a)	<p>Which of the following bears most responsibility for the outbreak of the Korean War in 1950?</p> <p>(i) Kim Il Sung (ii) Syngman Rhee</p> <p>Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> • In dealing with Kim Il Sung, answers might consider his ambition to reunify Korea. • Answers might consider the way he courted support from the USSR and China. • Answers might consider the attack on South Korea which he launched in June 1950 and the advance to Pusan. • Answers might consider the commitment of Kim Il Sung to communism since the late 1930s and his determination to impose communism throughout Korea. • In dealing with Syngman Rhee, answers might consider his ambition to unify Korea. • Answers might consider the way he courted support from the USA. • Answers might consider the border clashes initiated by the South from the summer of 1948, peaking in 1949, and that civil war was already a reality. • Answers might consider the autocracy of Syngman Rhee which was brutal and unpopular which gave the North an excuse to intervene. 	10	<ul style="list-style-type: none"> • No set answer is expected. • Judgement must be supported by relevant and accurate material. • Only credit material relevant to the question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or may take a continually comparative approach. Either approach is acceptable. • 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.
	(b)*	<p>'The US had no alternative but to escalate its involvement in the War in Vietnam from 1965 to 1968.' How far do you agree?</p> <ul style="list-style-type: none"> • In arguing that the US had no alternative but to 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels, candidates will focus on 'how far?' but at Level 4 may simply list factors. • At Level 5 and above, there will be judgements as to the imperatives behind escalation and the alternative

Question	Answer/Indicative content	Mark	Guidance
	<p>escalate its involvement, answers might discuss the necessity of defending US air bases in South Vietnam since the beginning of air strikes from there in 1965.</p> <ul style="list-style-type: none"> • Answers might point out that the South Vietnam was not winning the war. • Answers might discuss the importance for the US of containing communism and the fear of the ‘domino effect’. • Answers might assess the influence of academics and advisors who argued escalation was necessary. • Answers might point out that public opinion was supportive of intervention. • Answers might discuss the political support for escalation with Congress voting large sums for the war. • Answers might discuss the need for troops to combat the gains made by the communists in the countryside. <ul style="list-style-type: none"> • In arguing that there was an alternative to escalation, answers might discuss the debate that surrounds the pretext for US involvement, notably, the Gulf of Tonkin incident. • Answers might argue that LBJ was not obliged to escalate US involvement and might have adopted a different strategy. • Answers might point out that some leading experts argued against escalation (George Ball, Mike Mansfield). • Answers might discuss the opposition of the CIA to escalation. • Answers might discuss the legality of escalation especially in US involvement in Laos and Cambodia. 		<p>options.</p> <ul style="list-style-type: none"> • At higher levels, candidates might establish criteria against which to judge the claim that there were no alternatives to escalation. • 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 to analyse and evaluate the sources, in line with descriptions in the levels mark scheme.

	<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 Question 1(a) and Question 2(a): Which of the following? [10]
Level 6 9–10 marks	Both factors are thoroughly analysed and evaluated using accurate and detailed knowledge and understanding of key features of the period, in order to reach a developed and substantiated judgement in relation to the question.
Level 5 7–8 marks	Both factors are analysed and evaluated using generally accurate and detailed knowledge and understanding of key features of the period, in order to reach a substantiated judgement in relation to the question.
Level 4 5–6 marks	Both factors are analysed and evaluated using relevant knowledge and understanding of key features of the period, however treatment of factors may be un-even with analysis and evaluation of one of the two being only partial. Analysis and evaluation is used to support a reasonable judgement in relation to the question.
Level 3 3–4 marks	Both factors are analysed and evaluated in a partial way, using some relevant knowledge of key features of the period, in order to make a basic judgement in relation to the question.
Level 2 2 marks	Limited and generalised knowledge of the period is used to attempt a limited analysis or evaluation of both factors, and this is linked to a very simplistic judgement.
Level 1 1 mark	Very limited and generalised knowledge of the period is used to attempt a very limited analysis or evaluation of one of the factors. The other factor is either not considered or there is very limited information or description of the factor with no attempt to use this knowledge. If there is a judgement, this takes the form of assertion.
0 marks	Nothing of any relevance to the factors.

	<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 Question 1(b) and Question 2(b): Essay [20]
Level 6 17–20 marks	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
Level 5 13–16 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 10–12 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 7–9 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 4–6 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 1–3 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.

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