

GCE

History A

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

Advanced GCE

Mark Scheme for June 2017

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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

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

MARK SCHEME Section A

Question		Answer/Indicative content	Mark	Guidance
1	(a)	<p>Which of the following was of greater importance as a reason for the persistent resistance of the Vietcong to US aggression?</p> <p>(i) The Ho Chi Minh Trail (ii) Vietnamese nationalism</p> <p>Explain your answer with reference to both (i) and (ii).</p> <p>In dealing with the Ho Chi Minh Trail, answers might consider the line of supply it provided for munitions and of war materials from the North.</p> <ul style="list-style-type: none"> • Answers might consider the traffic of fighters to and from the North. • Answers might consider the flexibility of the trail and the difficulty of pinpointing its location. • Answers might consider the fact that it went through Laos and Cambodia and the limitations this imposed on the US in access to it. • Answers might consider the problems encountered by the US in bombing the trail. <p>In dealing with Vietnamese nationalism, answers might consider the willingness of the people to join the Vietcong and to die for the independence of the country.</p> <ul style="list-style-type: none"> • Answers might consider the support from North Vietnam in pursuit of the unification of the country. • Answers might consider the support of civilians for the Vietcong and NVA in providing shelter, intelligence and supplies. • Answers might consider the fact that the nationalist war had its origins in resistance to Japan and then France and that the resistance to US aggression was merely an extension of that. 	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 question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or 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.

1	(b)*	<p>'The communist take-over of China in 1949 was due to the leadership of Mao Zedong.' How far do you agree?</p> <p>In arguing that Mao's leadership explains the communist take-over of China,</p> <ul style="list-style-type: none"> • Answers might discuss the personal qualities of Mao (dedication, charisma etc). • Answers might argue that his length of time as leader since the early 1930s gave him experience. • Answers might argue that his defiance of the Nationalist forces including the Great Trek north was crucial. • Answers might point out that Mao led the resistance to the Japanese during World War Two. • Answers might argue that his delegation of responsibility to others was crucial eg to General Lin Biao. • Answers might argue that Mao exploited notions of Chinese nationalism effectively. • Answers might discuss Mao's policies of land reform. • Answers might discuss the ways Mao outmanoeuvred the US and the Nationalists after 1945. <p>In arguing other factors explain the communist take-over of China,</p> <ul style="list-style-type: none"> • Answers might discuss the incompetence of Jiang Jieshi in dealing with the communists in the 1930s. • Answers might discuss the attraction of communist ideology to peasants. • Answers might discuss the degree of aid and support provided by the USSR to the communists. • Answers might assess the wider context of the cold war and the distraction of events in Europe after 1945, including the problem of Berlin 1948-49. • Answers might discuss the failings of Jiang Jieshi 	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 relative importance of Mao's leadership. • At higher levels, candidates might establish criteria against which to judge the importance of Mao's leadership. • 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.
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2	(a)	<p>and the Nationalists after 1945 (vain, corrupt, autocratic and lacking skill on the battlefield).</p> <ul style="list-style-type: none"> • Answers might discuss the power of communist propaganda. <p>Which of the following was of greater importance as a reason for the failure of the USA to gain support in Vietnam in the period from 1964 to 1967?</p> <p>(i) US bombing campaigns (ii) The actions of the US army</p> <p>Explain your answer with reference to both (i) and (ii).</p> <p>In dealing with US bombing campaigns, answers might consider the negative impact of the devastation caused by campaigns such as Rolling Thunder.</p> <ul style="list-style-type: none"> • Answers might consider the impact of the use of chemical weapons (Agent Orange destroyed 20% of the jungles of South Vietnam and with it local agriculture). • Answers might consider the indiscriminate effect of bombing which might be linked to the use of cluster bombs. • Answers might consider the increase in ground troops as a result of the bombing campaign as defence for the airfields. <p>In dealing with the actions of US troops, answers might consider the impact of 'search and destroy' tactics.</p> <ul style="list-style-type: none"> • Answers might consider the impact of massacres such as My Lai. • Answers might consider the fraternisation of US soldiers with local people and the Americanisation 	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 question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or 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.
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2	(b)*	<p>of urban life especially in Saigon.</p> <ul style="list-style-type: none"> • Answers might consider the attitudes of US troops to Vietnamese people as less than human. • Answers might consider the use of torture and illegal methods of interrogation by US troops. <p>‘Douglas MacArthur was dismissed for political reasons.’ How far do you agree?</p> <p>In arguing that MacArthur was dismissed for political reasons,</p> <ul style="list-style-type: none"> • Answers might consider MacArthur’s insistence on a full attack on China, including the use of Jiang Jieshi’s troops, a blockade of China and the atomic bomb. • Answers might argue that MacArthur was repeatedly asking for an increase in the number of men in Korea. • Answers might argue that MacArthur was so powerful that Truman regarded him as a threat to his authority. • Answers might discuss MacArthur’s public statement of August 1950 calling for the US to defend Taiwan. • Answers might discuss the communiqué MacArthur issued in March 1951 which sabotaged Truman’s peace initiative. • Answers might discuss the MacArthur letter of April 1951 which was read out in Congress which challenged Truman’s policy of containment. • Answers might discuss whether Truman was envious of the popularity of MacArthur (measurable by the response of the public to MacArthur’s 	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 political reasons for MacArthur’s dismissal. • At higher levels, candidates might establish criteria against which to judge the reasons for the dismissal of MacArthur. • 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.
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		<p>dismissal).</p> <p>In arguing that other factors explain MacArthur's dismissal,</p> <ul style="list-style-type: none">• Answers might discuss the retreat from North Korea, 1950-51, and MacArthur's refusal to accept responsibility.• Answers might discuss MacArthur's suitability for command of the war in Korea given that he was mostly in Japan conducting affairs from afar and he was 70 years old.• Answers might discuss MacArthur's lack of judgement of his staff, failing to dismiss those whose faults were recognised.• Answers might discuss the emergence of General Ridgway as the commander in Korea and the problems he faced with MacArthur in overall command. For example, MacArthur claimed responsibility for Operation Killer which, in fact, was Ridgway's idea.		
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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>
	1. Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]
2. Level 6 9–10 marks	3. 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.
4. Level 5 7–8 marks	5. 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.
6. Level 4 5–6 marks	7. 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.
8. Level 3 3–4 marks	9. 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.
10. Level 2 2 marks	11. 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.
12. Level 1 1 mark	13. 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.
14. 0 marks	15. 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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