

GCE

History A

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

Advanced Subsidiary GCE **H105**

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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Section A

Question	Answer	Marks	Guidance
1*	<p>To what extent were relations between the US and China changed by the visit of President Nixon to China in 1972? In assessing how relations were changed,</p> <ul style="list-style-type: none"> • Answers might discuss the beginning of dialogue between the two countries after a lack of communication since 1949. • Answers might discuss the economic effects of the visit with a subsequent deal allowing China to buy non-military goods. • Answers might discuss how travel restrictions were eased. • Answers might discuss how the visit symbolised US acceptance of China as a great power. The previous year the US had approved the entry of China into the UN. • Answers might discuss co-operation between the countries in resolving the Vietnam War after 1972. • Answers might assess how the visit changed the attitude of both powers towards the USSR. <p>In assessing how relations did not change,</p> <ul style="list-style-type: none"> • Answers might consider the continued dispute over Taiwan (till 1979 and beyond). • Answers might discuss how the visit did not alter the basic international context of the Cold War (West v East; capitalism v communism). • Answers might discuss how the situation in Korea was unchanged. • Answers might discuss the struggle between the two countries for supremacy in the China Sea and South East Asia 	30	<ul style="list-style-type: none"> • No set answer is expected • At Level 5 there will be judgement on the impact of Nixon's visit. • Judgements 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	Marks	Guidance
2*	<p>'The dismissal of MacArthur was the main reason for the failure of the US to defeat communist forces in Korea.' Do you agree?</p> <p>In assessing the importance of MacArthur's dismissal in explaining the US failure to defeat communist forces,</p> <ul style="list-style-type: none"> • Answers might discuss the charisma and confidence that he had and which helped bolster the morale of the troops. • Answers might discuss the popularity of MacArthur at home and his usefulness in retaining domestic support for the war. • Answers might discuss MacArthur's success at Inchon which forced North Korean forces back in October 1950. • Answers might discuss the initiatives MacArthur proposed which might have brought about a successful conclusion to the war, notably to support an attack from Taiwan on China and to use the atom bomb. • Answers might discuss the leadership Mac Arthur might have given to the multi-national force acting under UN authority. • In assessing of reasons for the failure of the US to defeat communist forces, • Answers might assess the risks involved in retaining MacArthur, i.e. his policies might have escalated the war, perhaps into another world war, and at the very least led to breaches of international law. • Answers might consider the duplicity and unreliability of Syngman Rhee. • Answers might discuss the tenacity and resolve of Kim Il Sung and the North Koreans. • Answers might discuss the impact of 750,000 Chinese troops. • Answers might assess the nature of the terrain in Korea and the difficulty of moving troops and gaining control of mountainous areas. • Answers might discuss the reluctance of Truman to prosecute the war too vigorously. • Answers might discuss the problems of organising a multi-national force. 	30	<ul style="list-style-type: none"> • No set answer is expected • At Level 5 there will be judgement on the impact of MacArthur's dismissal. • Judgements 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.

Section B

Question	Answer	Marks	Guidance
3	<p>‘The Americans had been right in fighting the Vietnam War and only wrong in the method with which they fought it.’ From: Norman Stone, <i>The Atlantic and its Enemies</i>, 2010 Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</p> <ul style="list-style-type: none"> • The historical debate about US strategy in Vietnam focuses on the context and the nature of warfare in Vietnam. • In analysing and evaluating the strengths and limitations of the interpretation, answers might consider that the interpretation is too subjective about the wisdom of fighting the war and too broad in its assessment of US methods. • In analysing and evaluating the strengths of the given interpretation, answers might use knowledge and understanding of: <ul style="list-style-type: none"> • The policy of containment and the US commitment to prevent the spread of communism. • The fact that the US had been engaged in Vietnam since Eisenhower’s presidency. • The US did not succeed in defeating the Vietcong which suggests its strategy was wrong. • In analysing the limitations of the given interpretation, answers might use knowledge and understanding of: <ul style="list-style-type: none"> • The defeat of France in 1954 might have been seen as a warning of the dangers of intervention in Vietnam. • Intervention ran the risk of clashes with the Chinese and USSR. • US strategy was not one dimensional as the singular in the question implies. 	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 evaluation of the interpretations 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 do not need to be attributed to specific named historians, but they must be recognisable historical interpretations, rather than the candidate’s own viewpoint. • Answers may include more on strengths or more on limitations and there is no requirement for a 50/50 split in evaluation. However, for level 5 there should be well-supported evaluation of both and for level 4 supported evaluation of both, in line with levels descriptors. • Candidates are not expected to construct their own interpretation.

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none">• Other interpretations that might be used in evaluation of the given interpretations are:• The US did not enjoy universal support for intervention from its allies. Some nations were prepared to support the US (Australia) but others refused (Britain).• The war was regarded as morally wrong by large swathes of public opinion in the US (many examples of protests) or by many soldiers fighting in Vietnam.• US methods were not always wrong: candidates might assess the wisdom or effectiveness of various strands of US military strategy (use of air power, search and destroy etc).• The effectiveness of Vietcong tactics might be assessed to suggest that whatever strategy used by the US victory was unlikely.• Similarly, the unity and strength of popular support for the Vietcong suggests the US would never have won the war whatever methods they deployed.		

APPENDIX 1 – this contains a generic mark scheme grid

	<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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