

## **GCE**

### **History A**

#### **Y252/01: The Cold War in Asia 1945-1993**

Advanced Subsidiary GCE

#### **2020 Mark Scheme (DRAFT)**

This is a DRAFT mark scheme. It has not been used for marking as this paper did not receive any entries in the series it was scheduled for. It is therefore possible that not all valid approaches to a question may be captured in this version. You should give credit to such responses when marking learner's work.

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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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**1. Annotations**

<b>Annotation</b>	<b>Meaning of annotation</b>
<b>BP</b>	Blank Page
	Highlight
Off-page comment	
<b>A</b>	Assertion
<b>AN</b>	Analysis
<b>EVAL</b>	Evaluation
<b>EXP</b>	Explanation
<b>F</b>	Factor
<b>ILL</b>	Illustrates/Describes
<b>IRRL</b>	Irrelevant, a significant amount of material that does not answer the question
<b>J</b>	Judgement

<b>KU</b>	Knowledge and understanding
<b>P</b>	Provenance
<b>SC</b>	Simple comment
	Unclear
<b>V</b>	View

## 2. Subject Specific Marking Instructions

### How far do you agree questions . . .

The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.

#### **Neither significance nor relative importance are attributed to the features listed.**

The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.

### Other questions . . .

The indicative content lists features of the period studied that relate to the question set.

#### **Neither significance nor relative importance are attributed to the features listed.**

The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.

Question	Answer	Marks	Guidance
1*	<p><b>How effective was the USSR's policy towards Southeast Asia and China in the period from 1945 to 1979?</b></p> <p><b>In arguing that the USSR's policy towards Southeast Asia and China was effective,</b></p> <ul style="list-style-type: none"> <li>• Answers might explain how the USSR was initially a close ally of China following Mao's seizure of power in 1949</li> <li>• Answers might explain how Stalin had influence over Mao by providing substantial aid to China in the 1950s.</li> <li>• Answers might discuss how the USSR secured a formal alliance with china in 1950 with the signing of a treaty of mutual assistance and friendship</li> <li>• Answers might examine the effectiveness of the alliance with China during the Korean war</li> <li>• Answers might consider the effectiveness of the aid given to the NLF during the Vietnam war</li> <li>• Answers might consider the supplying of T54 tanks and</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At Level 5 there will be judgement on the effectiveness of the USSR's policy.</li> <li>• At Level 5 answers might establish criteria against which to judge effectiveness.</li> <li>• To be valid, judgements must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• 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.</li> </ul>

	<p>MiG fighters</p> <ul style="list-style-type: none"> <li>Answers might discuss the support offered to Vietnam in the invasion of Cambodia in 1978</li> <li>Answers might discuss the role played by the USSR in the defeat of France in Vietnam and the Geneva Accords.</li> <li>Answers might argue that the USSR played a key part in the Paris peace agreement on Vietnam.</li> </ul> <p><b>In arguing that the USSR's policy towards Southeast Asia and China was not effective</b></p> <ul style="list-style-type: none"> <li>Answers might argue that after the death of Stalin the policy towards China was less effective.</li> <li>Answers might argue that the effectiveness of Soviet policy towards China lessened with Khrushchev's policy of co-existence with the west.</li> <li>Answers might argue that the policy was less effective with the ending of aid to China</li> <li>Answers might argue that policy towards China was less effective as there were territorial disputes over territory to the north of China.</li> <li>Answers might argue that the USSR had little influence in the war in Vietnam.</li> <li>Answers might consider that supplies for Vietnam had to go through china and often disappeared.</li> <li>Answers might argue that the USSR was not strong enough economically to exert influence or, at least, to match the power of the US.</li> </ul>		
2*	<p><b>'The Tet Offensive was the turning point in the Vietnam War.' How far do you agree?</b></p> <p><b>In assessing the Tet Offensive as a turning point,</b></p> <ul style="list-style-type: none"> <li>Answers might explain it showed that perceived US strength in Vietnam was not the reality.</li> </ul>	30	<ul style="list-style-type: none"> <li>No set answer is expected</li> <li>At Level 5 there will be judgement on 'How far'.</li> <li>Judgements must be supported by relevant and accurate material. If not, they are assertions.</li> </ul>

	<ul style="list-style-type: none"> <li>Answers might explain how it turned views in the US government from optimism to pessimism about the chances of defeating the North Vietnamese by military means.</li> <li>Answers might discuss how the offensive stimulated the anti-war movement in the US.</li> <li>Answers might discuss how the morale of the communist forces was strengthened.</li> <li>Answers might discuss the political effects of the offensive in the US with Johnson's decision not to stand for re-election.</li> <li>Answers might argue that Nixon's policy of vietnamization, on which he campaigned in 1968 and which was adopted when he became president, marked a major change in US strategy.</li> </ul> <p><b>In providing a counter argument,</b></p> <ul style="list-style-type: none"> <li>Answers might argue that the Tet Offensive was defeated.</li> <li>Answers might argue that US airpower was unchallenged.</li> <li>Answers might explain that the US continued to fight in Vietnam till 1973.</li> <li>Answers might argue that the communist offensive of 1972 was a more important turning point.</li> <li>Answers might argue that the overthrow of Diem in 1963 was the turning point.</li> </ul>		<ul style="list-style-type: none"> <li>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.</li> </ul>
3	<p><b>Read the interpretation and then answer the question that follows:</b></p> <p><b>'The outcome of the Korean War represented a clear-cut victory for neither side.'</b></p> <p><b>From: Colin Bown and Peter J. Mooney, <i>Cold War to Detente</i>,</b></p>	20	<ul style="list-style-type: none"> <li>No set answer is expected</li> <li>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.</li> <li>Candidates must refer to at least one other interpretation.</li> </ul>

	<p style="text-align: right;"><b><i>1945-85, published in 1976</i></b></p> <p><b>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</b></p> <ul style="list-style-type: none"> <li>• <b>The historical debate about the outcome of the Korean War focuses on whether either side achieved their aims.</b></li> <li>• <b>In analysing and evaluating the strengths and limitations of the interpretation</b>, answers might argue that it implies neither side was totally successful in achieving their aims but it could be argued that, on balance, one side gained more than the other.</li> </ul> <p><b>In analysing and evaluating the strengths of the given interpretation</b>, answers might use knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• The fact that North Korea had not been liberated meant the US had not achieved a clear-cut victory.</li> <li>• The US could have deployed more of her military capabilities to achieve overall victory.</li> <li>• The fact that South Korea remained non-communist meant the communist forces had failed in a key objective.</li> <li>• North Korea was regarded as an aggressor state by the UN.</li> <li>• China emerged from the war at considerable disadvantage: the Seventh Fleet was in the Taiwan Straits, she was commercially isolated from the West and politically estranged.</li> <li>• There was no permanent peace to clarify the position.</li> </ul> <p><b>In analysing the limitations of the given interpretation</b>, answers might use knowledge and understanding of:</p>		<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Candidates are not expected to construct their own interpretation.</li> </ul>
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	<ul style="list-style-type: none"><li>• From the US perspective communist ambitions in Asia had been checked.</li><li>• The US military budget rose hugely forcing the USSR into an arms race they could not afford.</li><li>• The Chinese were to be more cautious in confronting the US in future.</li><li>• On the other side, China had gained in prestige by saving North Korea from the UN invasion.</li><li>• The deterioration in relations between China and the US worked to the advantage of Stalin.</li></ul> <p><b>Other interpretations that might be used in evaluation of the given interpretations are:</b></p> <ul style="list-style-type: none"><li>• The US achieved a clear-cut victory as their policy of containment which was their fundamental aim was achieved.</li><li>• The retention of the status quo was a clear-cut victory for the UN.</li><li>• Communist forces achieved a clear-cut victory in defying the military power of the West.</li><li>• The war united China and the USSR as allies of North Korea achieving a solidarity of communist states in Asia.</li></ul>		
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