



GCSE HISTORY 8145/1B/D

Paper 1 Section B/D: Conflict and tension in Asia, 1950–1975

Mark scheme

June 2019

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Step 3 Spelling, punctuation and grammar (SPaG)

Spelling, punctuation and grammar will be assessed in question 04.

	Performance descriptor	Marks awarded
High performance	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate 	4 marks
Intermediate performance	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate 	2–3 marks
Threshold performance	<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate 	1 mark
No marks awarded	<ul style="list-style-type: none"> • The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning 	0 marks

Question 04 is an extended response question. They give students the opportunity to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

0	1
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Source A is critical of American involvement in Vietnam. How do you know?

Explain your answer using **Source A** and your contextual knowledge.

[4 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target Analyse sources contemporary to the period (AO3a)

Level 2: Developed analysis of source based on content and/or provenance 3–4

Students may progress from a simple analysis of the source with extended reasoning supported by factual knowledge and understanding related to the features of the source.

For example, the cartoon shows that Nixon’s national security adviser, Kissinger, has an empty case of American policy. The Americans have achieved nothing except destruction and suffering for the Vietnamese people. Nixon has to resign because of Watergate and Gerald Ford took over; he and Kissinger looked glum beside all the Vietnamese refugees who are heading south as the North Vietnamese launched a military offensive against the South in December 1974.

Level 1: Simple analysis of source based on content and/or provenance 1–2

Students identify relevant features in the source and support them with simple factual knowledge and understanding.

For example, the cartoon shows that the Americans have lost, they are retreating and the case is empty.

Students either submit no evidence or fail to address the question 0

0	2
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How useful are **Sources B** and **C** to an historian studying how the Vietcong fought the Americans?

Explain your answer using **Sources B** and **C** and your contextual knowledge.

[12 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Analyse sources contemporary to the period (AO3a)**
Evaluate sources and make substantiated judgements (AO3b)

In analysing and evaluating sources, students will draw on their contextual knowledge to question critically the content and provenance of sources (for example, the context of the time in which source was created, place, author's situation, knowledge, beliefs, circumstances, access to information, purpose and audience).

Level 4: **Complex evaluation of both sources with sustained judgement based on content and provenance** **10–12**

Students may progress from a developed evaluation of the sources by complex reasoning related to utility on the basis of content and provenance. They may evaluate the relationship between the sources based on analysis of provenance and contextual knowledge.

For example, taken together the sources are useful because they show that after Tet in 1968, the Vietcong realised they had struck a major political and psychological blow even though it might have been a military defeat. Source C shows they are celebrating the tactics of the Vietcong in these propaganda stamps. As Source B suggests that one thing the Vietcong have a vast supply of is human resources and as the Tet Offensive showed, they can win a war of attrition fought in the jungles of Vietnam.

Level 3: **Developed evaluation of sources based on the content and/or provenance** **7–9**

Students may progress from a simple evaluation of the sources with extended reasoning related to utility on the basis of content and/or provenance.

For example, the sources are useful because they show the Vietcong fighting a low technology guerrilla war. They are useful because they show how effective simple techniques are in the jungles of Vietnam. The punji traps and ambushes were ideally suited to the conditions in Vietnam mentioned in Source B. The unpredictable Vietcong attacks terrorised the American GIs.

The sources are useful because they show the big and small picture of the conflict. Source B shows how strategically the battle was planned whereas C shows small scale tactical techniques.

Level 2: Simple evaluation of source(s) based on content and/or provenance 4–6

Students may progress from a basic analysis of the source(s) to simple evaluation of the content and/or provenance.

For example, the stamps are useful because it shows that the Vietnamese government are confident and are boasting of their tactics against the Americans.

Source B shows that the Americans have understood how the Vietcong fight but they have no effective way of countering it.

Level 1: Basic analysis of sources(s) 1–3

Answers may show understanding/support for one or both sources, but the case is made by assertion/basic inference.

Students identify basic features which are valid about the sources and related to the enquiry point.

For example, the stamps show the Vietcong fighting in the jungle and making booby-traps for the American GIs.

Students either submit no evidence or fail to address the question 0

0 3

Write an account of how events in My Lai led to problems in America.

[8 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Explain and analyse historical events and periods studied using second-order concepts (AO2:4)**
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)

Level 4: **Answer is presented in a coherent narrative/account that demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question** **7–8**

Extends Level 3.

Students may progress from a developed narrative of causation/consequence with complex sequencing and reasoning supported by a range of accurate and detailed factual knowledge and understanding which might be related, for example, to an analysis of how/why opposition increased at different stages and /or showing understanding about how much each part of the sequence increased opposition.

For example, many Americans were shocked by the clear photographs of the My Lai massacre which told its own story. Events like My Lai, and the Kent State University shootings in April 1970 when Nixon invaded Vietnam’s neighbour Cambodia and escalated the conflict, made Americans question why they were in Vietnam and whether they were ‘the good guys’ any more. The American army had lost the confidence of the press, in the ‘5 o’clock follies’, and the American people in the coverage that followed.

Level 3: **Developed analysis of causation/consequence**
Answer is presented in a structured and well-ordered narrative/account that demonstrates a range of accurate knowledge and understanding that is relevant to the question **5–6**

Extends Level 2.

Students may progress from a simple narrative of causation/consequence with developed sequencing and reasoning supported by a range of accurate factual knowledge and understanding which might be related, for example to an analysis of how/why opposition increased at one stage in the process.

For example, My Lai led to problems in America because of the horrified reaction of the public to what the troops had done. Details of My Lai only emerged in November 1969. The massacre happened in March 1968. The killing of women and children in cold blood upset Americans. Americans were also alarmed that the event had been covered up by the military.

Level 2: Simple analysis of causation/consequence **3–4**
Answer is presented in a structured account that demonstrates specific knowledge and understanding that is relevant to the question

Students may progress from a basic narrative of causation/consequence by showing a simple understanding of sequencing, supporting it with factual knowledge and understanding.

For example, the attack on My Lai in March 1968 was covered up by the military. But in November 1969, American reporters wrote about the truth and 'Time' magazine printed photographs. The investigation led to Lt William Calley being imprisoned but the American public were horrified by the brutality of their troops.

Level 1: Basic analysis of causation/consequence **1–2**
Answer is presented as general statements which demonstrates basic knowledge and understanding that is relevant to the question

Students identify cause(s)/consequence(s) about the events of My Lai, trials, media coverage, protests, or the anti-war movement demonstrations etc.

Students either submit no evidence or fail to address the question **0**

Question 04 requires students to produce an extended response. Students should demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

0	4
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'The division of Korea after the Second World War was the main cause of the Korean War.'

How far do you agree with this statement?

Explain your answer.

[16 marks]
[SPaG 4 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Explain and analyse historical events and periods studied using second-order concepts (AO2:8)**
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:8)

Level 4: **Complex explanation of stated factor and other factor(s) leading to a sustained judgement** **13–16**
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Answer demonstrates a complex, sustained line of reasoning which has a sharply-focused coherence and logical structure that is fully substantiated, with well-judged relevance.

Extends Level 3.

Students may progress from a developed explanation of causation by complex explanation of the relationship between causes supported by detailed factual knowledge and understanding to form a sustained judgement.

For example, the causes of the war interacted so Truman, facing mid-term elections, wanted to prove he still wished to contain Communism. The invasion of South Korea was portrayed as a first step in Communism taking over the world. The use of the UN by America, while the USSR was boycotting it, meant that the resolution condemning the actions of North Korea and calling for them to withdraw their troops was passed.

Level 3: Developed explanation of the stated factor and other factor(s) **9–12**
Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question

Answer demonstrates a developed, sustained line of reasoning which has coherence and logical structure; it is well substantiated, and with sustained, explicit relevance.

Extends Level 2.

Answer may suggest that one reason has greater merit.

Students may progress from a simple explanation of causation with developed reasoning supported by factual knowledge and understanding.

For example, the great powers like Russia and the USA opposed each other in the Cold War. The Korean War took place within the bigger picture of global Cold War. The Truman doctrine that tried to contain Communism and stop it spreading meant that they had to help South Korea when the North went communist. America had unsuccessfully helped Chiang Kai-shek's Nationalists in China and refused to recognise communist China led by Mao Zedong. China was now supporting North Korea; to be consistent with the Truman Doctrine America had to support South Korea.

For example, it was the Russians who wanted to show Mao that Stalin and Russia were the true leaders of world Communism.

Level 2: Simple explanation of stated factor or other factor(s) **5–8**
Answer demonstrates specific knowledge and understanding that is relevant to the question

Answer demonstrates a simple, sustained line of reasoning which is coherent, structured, substantiated and explicitly relevant.

Answers arguing a preference for one judgement but with only basic explanation of another view will be marked at this level.

Students may progress from a basic explanation of causation by simple reasoning and supporting it with factual knowledge and understanding.

For example, the division of Korea into two zones, Communist in the North under Kim Il Sung and capitalist in the South under Syngman Rhee, effectively made two new countries, but both leaders were 'Nationalists' and believed in the unification of Korea. This led to war.

Level 1: Basic explanation of one or more factors **1–4**
Answer demonstrates basic knowledge and understanding that is relevant to the question

Answer demonstrates a basic line of reasoning, which is coherent, structured with some substantiation; the relevance might be implicit.

Students recognise and provide a basic explanation of one or more factors.

Students may offer a basic explanation of the stated factor, such as before elections could be held in 1948 which were organised by the United Nations, Russia allowed a communist takeover in the North.

Students may offer basic explanations of other factor(s), for example, the war happened because North Korea invaded the South.

Students either submit no evidence or fail to address the question **0**

Spelling, punctuation and grammar

	Performance descriptor	Marks awarded
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