



GCSE HISTORY 8145/1B/D

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

Mark scheme

June 2024

Version: 1.0 Final



2 4 6 G 8 1 4 5 / 1 B / D / M S

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 Examiner.

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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from [aqa.org.uk](https://www.aqa.org.uk)

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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	• 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	• 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	• 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	• 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 supports the fall of Saigon. 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 poster supports the fall of Saigon because it marks the exact date that Saigon fell on 30 April 1975. The man waving is Ho Chi Minh, the North Vietnamese leader. Saigon was renamed after him and became Ho Chi Minh City. The poster celebrates the unification of North and South Vietnam shown by the two women arm in arm.

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 poster supports the fall of Saigon because it shows that all the people are happy and smiling and waving flowers.
It is biased because it is from Vietnam. It's only a poster.

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 President Nixon and the Vietnam War?

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, the dates of the sources are useful because they show an historian how long it took for Nixon to achieve an end to the war and withdraw America from Vietnam. The cartoon of 1969 shows that there was opposition to further attacks on Vietnam or neighbouring countries as soon as Nixon took over as President and Source C references the invasion by North Vietnam three years later. Nixon's faced the dilemma of not being able to defeat the Vietcong outright using conventional weapons but neither could he abandon Vietnam to a communist take-over.

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, Source B is useful to an historian because it is an example of the criticism Nixon faced within America. The cartoon is being sarcastic because bombings raids destroyed civilian buildings as well as military bases. There was growing opposition and protest against US involvement in Vietnam. Nixon had promised to end the fighting, but his policies actually increased America's involvement. Source C explains that Vietnamisation was the plan to allow South Vietnam to be able to defend itself.

For example, Source C is useful to an historian because it shows how the

government tried to defend its policies and sound positive even though the reality was different. Vietnamisation was the plan to build up the South Vietnamese army so it could fight the Vietcong without the help of US troops. This would allow the USA to withdraw. However, the ARVN was not successful against the North Vietnamese troops and the South was invaded in 1972. Source B shows a critical opinion of the increased bombing that was part of Nixon's campaign. The caption is being sarcastic. Nixon sent 150,000 more US troops to Vietnam and widened the war to Laos and Cambodia.

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, Source B shows a critical opinion of the increased bombing which was part of Nixon's campaign. The caption is being sarcastic. Nixon sent 150,000 more US troops to Vietnam and widened the war to Laos and Cambodia.

For example, Source C explains that Vietnamisation was the plan to allow South Vietnam to be able to defend itself.

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, Source B shows that Nixon ordered bombing raids. It says that pilots were told not to hit civilian targets

Source C says that Vietnamisation has worked. It says that the Americans wanted South Vietnam to defend itself.

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

0 3

Write an account of how the invasion of South Korea led to international conflict in Korea, 1950–1953.

[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 tension increased at different stages and /or showing understanding about how much each part of the sequence increased tension and led to a crisis.

For example, the invasion of South Korea led to international tension because as the involvement of other powers escalated it created the possibility of nuclear weapons being used. MacArthur was the commander of the UN forces, and he advised President Truman to use nuclear weapons once China was involved.

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 tension increased at one stage in the process.

For example, international tension was created when China joined the war on the side of the Communists. The UN forces had crossed the border and entered North Korea. As they approached the Chinese border, China sent troops to help the North Koreans fight back. This enlarged the conflict, and the UN faced a larger enemy.

Level 2:	Simple analysis of causation/consequence Answer is presented in a structured account that demonstrates specific knowledge and understanding that is relevant to the question	3–4
	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 government of North Korea was communist and wanted to take control of the whole country. The North had the support of the USSR. Stalin provided tanks and aircraft and the Communists successfully captured a lot of South Korea.	
Level 1:	Basic analysis of causation/consequence Answer is presented as general statements which demonstrates basic knowledge and understanding that is relevant to the question	1–2
	Students identify cause(s)/consequence(s) about the events such as when South Korea was invaded by North Korea. North Korea crossed the border/38th parallel. The UN sent forces to help support South Korea. The USSR helped North Korea.	
	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 tactics of the Vietcong were the main reason for the success of North Vietnam in the Vietnam 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 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 physical environment of the Vietnam War contributed as much to the failure of the Americans as the tactics of the Vietcong. The dense jungle was the key to the success of guerrilla warfare, and it was also the reason why the technology and might of the American army was ineffective. The bombing campaigns against North Vietnam and the use of chemical warfare did little to destroy the underground tunnel system.	13–16

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 guerrilla tactics used by the Vietcong prevented the American forces from securing a victory. Rather than launching full scale attacks the Vietcong used surprise tactics such as booby traps and ambushes. The idea was to wear the enemy down rather than engage in an all-out battle. American forces could not identify the enemy during ‘Search and Destroy’ raids because the Vietcong did not wear a uniform and so they blended in with ordinary villagers.

For example, the main reason the Americans failed in Vietnam was because the Vietcong had the support of a wide range of Vietnamese people. Middle class professionals were willing to support the fight to have their country reunited. Many peasants believed the Vietcong would help them get their land back. The peasants would feed and hide the Vietcong fighters which allowed them to travel light through the jungle and launch ambushes.

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, American tactics and equipment did not work in the jungle. The heat and damp caused soldiers’ uniforms to rot and weapons to jam. Even when the Americans tried to use their superior bombing power to damage the Ho Chi Minh trail, the Vietcong could find a different route through the jungle.

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 the Vietcong's use of guerrilla tactics meant they couldn't be found or defeated easily.

Students may offer basic explanations of other factor(s), for example, the Vietcong gained more support because they helped Vietnamese peasants.

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

Spelling, punctuation and grammar

	Performance descriptor	Marks awarded
High performance	• 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	• 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
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