

GCSE HISTORY

(8145)

Marked Papers 1B/D - Conflict
and tension in Asia, 1950-1975

Understand how to apply the mark scheme for our sample
assessment papers.

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EXAMPLE RESPONSES



Example responses plus commentaries

The following student responses are intended to illustrate how the mark scheme can be interpreted and how it is likely that students will respond to the questions, allowing the student and teacher to explore and reflect upon the mark scheme and how answers can be improved.

Paper 1B/D

Conflict and tension in Asia, 1950–1975

Question 01

Study **Source A** in the Sources Booklet.

Source A supports China. How do you know?

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

[4 marks]

Mark scheme

The indicative content is designed to exemplify the qualities expected at each level and is not a full example 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 artist's depiction of China stopping the ignition of a bomb by US implying their intent to protect (contrasted with the US attempt to destroy); caption presents Chinese favourably as supporting their neighbours; the date of the poster may be linked to Chinese intervention to stop MacArthur's advance.	
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 Chinese volunteers have been made to appear to be strong; it was produced by the Chinese to praise their actions.	
	Students either submit no evidence or fail to address the question	0

Responses

Student one

The picture supports China because it shows a Chinese soldier stepping on a US soldier. The picture shows China and Korea as large and powerful and the USA as small and scrawny, which shows that the Americans are weak compared with China. The poster is from China in 1951. This was when China and Korea were fighting together against the Americans and the UN forces in the Korean War, so the poster supports China because it is Chinese propaganda during the war.

Commentary – Level 2

The response shows developed analysis of the source based on its content and provenance. It supports the given inference by explaining the provenance of the source with relevant factual knowledge and understanding.

Student two

The picture supports China because it makes them look powerful and determined but the Americans look weak and are failures. The man on the ground is American who looks sick. The Americans would not produce a poster like this, and it was shown in China in 1951 so Source A must be supporting the Chinese.

Commentary – Level 1

The response shows simple analysis of the source. It identifies relevant features of the source, supported by simple knowledge. It identified relevant content (how Americans and Chinese are portrayed) with provenance (when and where it was shown). There is an attempt to explain how the source supports the Chinese which requires further substantiation to progress.

Question 02

Study **Sources B** and **C** in the Sources Booklet.

How useful are **Sources B** and **C** to a historian studying opinions in the United States about the Vietnam War?

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

[12 marks]

Mark scheme

The indicative content is designed to exemplify the qualities expected at each level and is not a full example 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 reflect the spectrum of different perspectives towards the Vietnam War, at different stages and from different vantage points (a newspaper and the President) but also recognise their limitations arising from their respective provenance. In assessing utility, through directly addressing the concerns of the American people, Nixon's speech may be seen as offering added value.

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

For example, They may focus on the specific aspects of the sources individually and explain how they might reflect (different) contemporary American opinions. The destructive impact of Vietnam on successive administrations is highlighted satirically by the newspaper (Source B), whereas the ideals for which America has ostensibly fought are stressed by Nixon in a public speech (Source C).

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 cartoon is useful because it shows that the press were depicting the war as destructive.

Nixon's speech may be used by historians to show how he presented Vietnam to the American people as a just war.

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 war was about achieving peace with honour; the war was destructive as shown in the cartoon.

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

Responses

Student one

In Source B Nixon is giving victory salutes even though he is being dragged into the meat grinder. I know that Nixon wanted Vietnamisation to get more American soldiers out of Vietnam, and that this went badly because South Vietnam needed America which is why Nixon is in such a desperate situation. The cartoon also shows that Lyndon Johnson was also in a meat grinder in Vietnam which is useful because it shows how long Vietnam was a problem for America. The purpose is useful because it wants to show how badly Nixon is failing in Vietnam because in 1971 Americans thought that the war had simply been dragging on for years and that the USA was not actually winning it. It also shows that Vietnam had destroyed Johnson and is doing the same to Nixon. Johnson did not stand for re-election because of the criticism he received over the human cost of the war.

Source C is different because it's positive about the war. It's from the President in 1973 which is useful because the historian could use them both to see both sides of the argument about Vietnam. It's a speech where Nixon says that America has ~~gotten~~ peace with honour and that South Vietnam has 'won the right to determine your own future'. The purpose is useful because Nixon is talking to the American people and he wants to make them feel like they won the war and all the suffering was worth it so he makes it sound like he is happy about how the war ended. This is a lie because Nixon wanted to get out of Vietnam by 1973 because the war was already lost after the invasion of Laos failed and North Vietnam invaded South Vietnam. However, it's still useful for opinions on Vietnam because it shows how positive Nixon was to the public about Vietnam.

Commentary – Level 4

The response addresses each source and explains the usefulness of the content and provenance for the issue in the question. Contextual knowledge is used to support the explanation of the content of B and the purpose of C. Sustained judgment about usefulness for studying opinions about Vietnam is shown for both sources.

Student two

The content of source B is useful. It shows Nixon getting crushed in a big machine. The machine is a meat grinder called Vietnam, which is useful because it shows how scared people were about Vietnam. The machine is grinding up President Nixon, and I know that things were going terribly for the USA in Vietnam because they were losing the war which made students from Kent State protest against Nixon and the US bombing in Cambodia. The provenance is not as useful as it is from someone who hates the war which means that the source is biased against the war. Though the source is a newspaper cartoon which means that it shows the opinions of people in America.

Source C is useful about opinions on Vietnam because Nixon says that he has been trying to get a peaceful settlement which lets both North and South Vietnam have the things that are most important to them. This explains what the USA was trying to do in the war, because he says that all of the conditions have been met which means that the war is over and America has won. He is speaking about the Paris Peace Accord which was signed in January 1963. The source is written by the American president, and it is a speech given to the American people, so he's more likely to say that the war is a success.

Commentary – Level 3

The response addresses both sources and shows developed evaluation of the content of source B by explaining the negative opinion expressed about Vietnam with reference to its portrayal of Nixon and contextual knowledge of protests. The evaluation of the provenance of B is generic and the evaluation of the content and provenance of C remains simple. To progress, the response should seek to further explain the provenance of C. For example, what is Nixon's purpose in source C, and why would that make him more likely to be positive about Vietnam?

Question 03

Write an account of how events in Korea became an international crisis in 1950.

[8 marks]

Mark scheme

The indicative content is designed to exemplify the qualities expected at each level and is not a full example 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	Complex analysis of causation/consequence	7–8
	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	
	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, analysis of different consequences of Communist North Korea's attack which was seen as a blatant act of aggression. This escalated as the UN committed itself to the use of force. As a result, the Soviet Union was angry with this decision because it was temporarily absent from the UN at the time. UN troops liberated the South and, despite Mao's warnings, the UN forces led by a US Commander instigated a campaign of conquest into the Communist North. As UN and US troops approached the border with China, this was seen as dangerously provocative – hence Chinese military intervention and direct fighting with US forces.	
Level 3	Developed analysis of causation/consequence	5–6
	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	
	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, one consequence was that the escalation of tension was clear when the UN forces, having dealt with the invasion, went further and advanced into Communist North Korea. This was a significant crisis as UN forces, which included US soldiers and led by a US Commander, approached the border with China, provoking Chinese intervention and direct fighting between the USA and Chinese at Unsan.

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 UN campaign and advance into North Korea directly led to the dangerous intervention of Chinese troops with Soviet supplies against UN 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 such as the North Koreans attacked the South so the UN decided to take action.

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

Responses

Student one

Events in Korea became an international crisis because it made communist countries act against capitalist countries. At the end of the second world war the North was supported by the Soviet Union and the South was supported by America. When North Korea invaded the South, it became an international crisis because it raised tension between the USA and Russia. This was because Russia and China were giving military equipment and supplies to North Korea and the USA responded by sending supplies and warships to help the South.

Another reason why this became an international crisis was because the UN got involved. Russia refused to attend UN meetings at this time and so couldn't use their veto. This meant the UN security council was able to condemn the invasion and the UN agreed to send soldiers to stop the invasion. This meant that 16 countries sent troops to help the South which was a massive international crisis because now the conflict was between many different countries, with the two superpowers on supporting the different sides.

Commentary – Level 4

The response analyses two ways in which events in Korea became an international crisis, supported with detailed knowledge and understanding. The response becomes complex when a second point of escalation/reason why it was an international crisis is analysed.

Student two

North Korea decided to invade the South because the two countries were ruled in different ways. The North was Communist, which meant that they were supported by the Soviet Union, while the South was capitalist. The leaders of the two countries didn't like each other, so in 1950 the North invaded the South.

There was an international crisis because the USA said it would intervene to fight with South Korea. It was able to persuade the United Nations Security Council to support this because the USSR had not been at the important meetings. This made the USSR really angry as they felt that the USA was attacking Communist countries. Eventually 16 countries fought against North Korea, showing that the Korean War had become a serious international issue.

Commentary – Level 3

The response shows developed analysis of one stage of the crisis. The second paragraph shows how invasion led to an international crisis, supported with accurate knowledge and understanding. To progress to Level 4, a second way in which the events became an international crisis should be analysed.

Question 04

'The main reason for the military success of the Vietcong was the support of the Vietnamese people.'

How far do you agree with this statement? Explain your answer.

[16 marks]

Mark scheme

Question 4 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.

The indicative content is designed to exemplify the qualities expected at each level and is not a full example 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.	
	This might be related, for example, the way reasons interacted such as the idea that American high-tech tactics, eg napalm, carpet bombing, Agent Orange et cetera were often inappropriate to the environment in Vietnam where their opponents' low-tech solutions were more effective. Also the Vietcong were prepared to accept losses that would have been unacceptable to their American enemy. But then the Vietnam War was ultimately a battle for hearts and minds and the Vietcong were better at winning the support of the Vietnamese people.	

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, students may explain that the Vietcong enjoyed military success because of their ideology as Communists and were more determined than the Americans who were often from an urban environment and could not relate to the guerrilla fighting in the jungle. They were seen as liberators by the South Vietnamese people who helped them. The Vietcong were disciplined and they respected the peasants and helped them with farming and education; this contrasted with the South Vietnamese government as the Vietcong were on their side against the landlords and the corrupt Diem government.

Students may additionally argue that the Americans could not defeat the Vietcong because the environment was perfect for guerrilla warfare. The Americans suffered heavy losses and could not locate their enemy due to their tunnels and merging with the peasantry.

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, explaining that the Vietcong were seen as liberators because of such reasons as they respected the people and helped the villagers with farming and education so the people hid their weapons and gave the Vietcong valuable information about the Americans.

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 gained more support because they helped Vietnamese peasants.

Students may offer basic explanations of other factor(s) eg the Vietcong's use of guerrilla tactics meant they couldn't be found or defeated easily.

Students either submit no evidence or fail to address the question

0

Responses

Student one

The support of the Vietnamese people was a crucial factor in the Viet Cong winning the Vietnam war. With the relationship the Vietcong had with them and the trust installed, the Vietcong could hide weapons and booby traps in villages and it would be easily accessible for them. The Vietcong didn't wear uniforms, the US troops found it hard to decide who was an enemy and who was a peasant therefore making the Americans situation very difficult. This led to American tactics such as burning down Vietnamese villages and dropping dangerous napalm and Agent Orange of forest areas when ended up killing more innocent Vietnamese people. So Americans were seen as invaders so even more people started to support the Vietcong instead which gave them more soldiers helped to keep the Ho Chi Minh trail open.

Another very important factor which aided the Vietcong was the guerilla warfare they used which suited them much better as they did not have airpower or the weapons of the US army. They created booby traps and ambushes and the Americans' morale was wrecked. As the booby traps were hidden around the Vietnamese jungle and could be lethal if anyone stepped on one, the Americans were constantly traumatised about where they could step next. They were psychologically hurt and that meant they weren't able to look for hideouts or tunnels in case a soldier in a US patrol stepped in to a spike trap pit and had to be carried by their fellow soldiers which gave the Vietnamese an advantage.

Another major reason was the Ho Chi Minh trail. It was a trail that ran from North Vietnam in to Laos and Cambodia and transported troops, resources, weapons and food that the Communists sent to the Vietcong. 40,000 Vietnamese people worked on it to keep it opne and even if it was bombed they could repair it. The US never discovered it so the Vietcong were being supplied all through the war under the Americans' noses and they couldn't do anything about it. This was a big factor for the success of the Vietcong because they always had constant support from the Communists and Ho Chi Minh.

Overall I think that the support of the Vietnamese people was the most important reason for the military success of the Vietcong because it made the other reasons for victory possible. It made the Vietcong very hard to find and made the Americans more aggressive, which led to more support for the Vietcong. They helped the Vietcong remain secret, which meant that guerrilla tactics could work, and Vietnamese people made sure that the Ho Chi Minh trail stayed open which meant that the Vietcong stayed supplied.

Commentary – Level 4

The response shows complex explanation of the given factor and another factor, with relevant and accurate knowledge and understanding used to support explanations that directly address the focus of the question (the military success of the Vietcong). The response is credited at Level 4 because it explains how the named factor is related to the other factors, which is used to sustain a judgement about the most important factor for the military success of the Vietcong.

Student two

The support of the Vietnamese people was a very important factor when it came to the military success of the Vietcong. This is because the Vietcong soldiers did not wear a uniform so they could blend in with the local civilians and under instruction from Ho Chi Minh the Vietcong had to be courteous and respectful to the Vietnamese people meaning they had to help with harvests occasionally if they were staying near or in South Vietnamese villages which won over the Vietnamese people.

Another reasons that led to the Vietcong having military success was the American use of chemical weapons. This was where the US forces dropped napalm close to Vietnamese villages which meant that severely affected civilians and their homes. This caused a lot of civilians to turn to Vietcong sympathisers as the Americans were doing more damage than helping the south Vietnam people. This was incredibly important for the success of the Vietcong as it kept the morale good for their soldiers.

One other reason the Vietcong had military success was the American tactic of search and destroy missions. These were official expeditions led by American forces where they would ambush supposed Vietcong strongholds and kill anyone suspected of being VC. However these missions were often called on wrong information so events like the My Lai massacre were becoming more and more frequent where more innocent civilians were killed or injured.

In conclusion I do agree with the statement that the main reason for their military success was the support from the Vietnamese people. However, I think that this comes from the tactics that the Americans used rather than those of the Vietcong. In my opinion, the use of chemical weapons along with the search and destroy missions caused the Americans to lose support from the Vietnamese people meaning that Vietcong gained support by default and won over the hearts and minds of the Vietnamese people.

Commentary – Level 3

A developed response that addresses the given factor and other factors in the success of the Vietcong. The response demonstrates accurate knowledge and understanding and the paragraph about the role of American tactics in the military success of the Vietcong is developed. Other explanations remain simple as the factors are only partially explained, and would progress if they were directly focused on the issue in the question (the military success of the Vietcong). The judgment is asserted. To progress, the response should seek to justify why American tactics were the most important factor.

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