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Specification



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**General Certificate of Secondary Education  
2011**

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## **History**

**Unit 2: The Cold War 1945–1991**

**Foundation Tier**

**[GHY21]**

**TUESDAY 7 JUNE, MORNING**

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# **MARK SCHEME**

The detail given in the Mark Scheme is for **teacher guidance** and candidates are not expected to cover **every** point suggested.

### Section A

#### 1 This question is about Challenges to the USSR's Control of Eastern Europe: The Hungarian Uprising, 1956.

##### (a) Study Source A

Give **two** reasons from this source to show why Khrushchev changed the policy of the USSR towards Eastern Europe.

**Target AO3:** Understand a range of source material as part of an historical enquiry.

##### Level 1 ([0])

No rewardable material.

##### Level 2 ([1]–[2])

Limited accurate reference to Source A.

##### Level 3 ([3]–[4])

Accurate reference to Source A.

Any **two** reasons:

- he wanted to keep control of Eastern Europe
- he wanted to improve living standards which were very low
- many could not afford basic goods like shoes or food
- they were unlikely to remain communist if life did not improve
- he thought that too much money was being spent on weapons
- he wanted to end the cruelty and brutality with which Stalin had treated the people of Eastern Europe
- he wanted to keep the support of the people of Eastern Europe.

Any other valid point

[4]

##### (b) Study Source B

Give **three** reasons from this source which explain why there was an uprising against communist control in Hungary in 1956.

**Target AO3:** Understand a range of source material as part of an historical enquiry.

**Level 1 ([0]–[2])**

Identifies **one** valid reason for the uprising with contextual illustration from Source B.

**Level 2 ([3]–[4])**

Identifies **two** valid reasons for the uprising with contextual illustration from Source B.

**Level 3 ([5]–[6])**

Identifies **three** valid reasons for the uprising with contextual illustration from Source B.

Any **three** reasons:

- living standards were falling
- food and goods produced in Hungary were sent to the Russians
- the AVH arrested anyone who criticised the USSR or the communist system
- schools and universities were forbidden to teach Hungary's history and culture
- the author thought that the communist system was wrong and stupid.

Any other valid point

[6]

**(c) Study Source B**

How reliable is **Source B** in explaining the reasons for the challenge to the USSR's control over Hungary in 1956?

**Target AO3:** Understand, analyse and evaluate a range of source material as part of an historical enquiry.

Award [0] for responses not worthy of credit

**Level 1 ([1]–[3])**

A limited response which may only focus on the content of Source B. Little attempt will be made to address issues of reliability of the source.

**Level 2 ([4]–[6])**

Answers will begin to discuss the reliability of Source B. Answers may comment on the fact that the author was living in Hungary in 1956 and could provide important information about the situation there from his own personal experience. They may show some awareness of bias in his account and comment on how this could affect its reliability.

**Level 3 ([7]–[8])**

Answers at this level will discuss the key issues of reliability with clear reference to Source B. They may refer to some of the following:

- date of the source – a primary source written at the time
- author of the source is a Hungarian student so the view is one-sided

- written by an opponent of the communist system so will obviously focus on the negative
- students played a leading role in the protests and demonstrations against Russian control
- at this time the Hungarians were hoping for outside support, from the USA and the West
- could have exaggerated the situation to win sympathy and support.

Any other valid point [8]

- (d) Using the **sources** and **your own knowledge**, explain why there are different views about the reasons for challenges to the USSR's control over Hungary in 1956.

**Target AO3:** Comprehend, analyse and evaluate, in relation to the historical context, how and why historical events, people, situations and changes have been interpreted and represented in different ways.

Award [0] for responses not worthy of credit

#### **Level 1 ([1]–[3])**

At this level response may be limited and at the lower end may not address the question. Answers may describe the view given in one of the sources (AO3) but show little awareness of interpretation. At the top end of this level candidates may describe the views given in two of the sources. Alternatively candidates may make little reference to the sources and use limited own knowledge to give a weak general response (AO2). Responses of this nature should be restricted to marks within the lower half of the level.

#### **Level 2 ([4]–[7])**

Answers at this level will show understanding of the different views given in two of the sources. At the upper end of this level they may display some awareness of the reasons for different views about the reasons for challenges to the USSR's control over Eastern Europe in 1956 (AO3). Answers may use some outside knowledge to support their answer (AO2). Responses of this nature can access the top end of this level.

#### **Level 3 ([8]–[10])**

Answers at this level will show a clear understanding of the different viewpoints in all three sources and some awareness of the reasons for these (AO3). Candidates **at the top end of** this level will make some use of their contextual knowledge to support their answers (AO2).

Some of the following points should be made:

- **Source A** is the view of the Russian leader Khrushchev. He accepts that the people of Eastern Europe had suffered under Stalin. Living standards were low. They could not afford basic goods such as food and shoes. They had been treated harshly. This led to discontent and protest

- in **Source B** the Hungarian student supports Khrushchev’s view that poor living standards caused discontent. But he also complains about the activities of the secret police, the AVH, and of the fact that schools and universities taught nothing about Hungarian history and culture
- **Source C** is the view of an historian writing in 2001. He describes the demonstrations against Rakosi’s pro-Russian government in 1956 and the reasons for these. He does not mention the poor living conditions but the demands for free elections and for an end to Russian control
- candidates may use their own knowledge to give more detail about the reasons for challenges to Russian control in Hungary as outlined in the sources. They might also mention that it was the actions of Khrushchev which brought this out into the open. When he condemned Stalin this encouraged the people of Hungary and other states in Eastern Europe to protest and demand change. Candidates may reach the conclusion that there are different views depending on the author.

Any other valid point

[10]

28

**Section A**

**28**

**Section B****2 This question is about the Korean War, 1950–1953.**

Explain how the USA and China became involved in the Korean War between 1950 and 1953.

Use the paragraph headings to help you with your answer.

- (a) The USA and Korea: Containment and the Domino Theory
- (b) Actions of the USA and the UN army in Korea, 1950–1953
- (c) China’s fears and actions

**Target AO1 and AO2:** Recall, select and communicate knowledge and understanding of history and demonstrate understanding of the past through explanation and analysis of key concepts and key features and characteristics of the periods studied.

Award [0] for responses not worthy of credit

**Level 1 ([1]–[3]) AO1 ([1]–[3]) AO2**

Answers at this level may only use one of the paragraph headings and may fail to address the question, offering only a descriptive narrative which will contain inaccuracies. Spelling, punctuation and the rules of grammar are used with limited accuracy.

**Level 2 ([4]–[7]) AO1 ([4]–[7]) AO2**

Answers will use at least two of the paragraph headings, perhaps missing out only one, and offer a more informed explanation and analysis of the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

**Level 3 ([8]–[11]) AO1 ([8]–[11]) AO2**

Answers will use all of the paragraph headings and will provide a clear explanation and analysis of how the USA and China became involved in the Korean War. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

**The USA and Korea: Containment and the Domino Theory**

- the Truman Doctrine widened the USA’s commitment to contain the spread of communism. The USA would help any country resisting “armed minorities” or “outside pressures”. The loss of China to communism in 1949 with the victory of Mao Ze Dong in the Chinese civil war was a blow for the USA. In 1949 the USSR developed an atom bomb and in 1950 communist USSR and China signed a Treaty of Friendship. Cold War tensions shifted to Asia and many Americans believed in the Domino Theory that all countries in Asia were now in danger from communism

- Korea was divided on Cold War lines in 1948 along the 38th parallel. North Korea was ruled by Kim Il Sung, a communist and South Korea by Syngman Rhee supported by the USA. American and Russian troops left but both Korean leaders wanted to reunite all of Korea under their system of government. Between 1948 and 1950 thousands were killed in clashes between North and South Korea. In June 1950 North Korea invaded South Korea and within three months the South Korean army was pushed into a small area in the south called the Pusan Pocket
- Truman believed that Stalin had ordered Kim Il Sung to invade and he was determined to save South Korea from becoming communist and another stage in the Domino Theory. The USSR would have increased its sphere of influence to Korea

### **Actions of the USA and UN army in Korea, 1950–1953**

- in June 1950 North Korea invaded South Korea and by September the South Korean army retreated to a small area in the south called the Pusan Pocket. The US asked the UN to intervene. The UN condemned the attack and began to put together an army to help the South Koreans. Eighteen countries contributed but over 90% of the 300,000 soldiers sent to Korea were American. The army was led by General Douglas MacArthur who was responsible to President Truman
- the UN army landed at Inchon in September 1950. Soon it had pushed the North Korean army back over the 38th parallel. MacArthur then decided to cross into North Korea in an attempt to “roll back” communism. This exceeded the orders given by the UN
- MacArthur pushed on towards the Yalu River, North Korea’s border with China. He was keen to destroy communism in China also. The Chinese feared that they were about to be invaded. In 1951 MacArthur was sacked for criticising Truman when he refused to agree to a direct attack on China

### **China’s fears and actions**

- the USA had spent \$2 billion to help the Nationalists in the Chinese civil war. However, by October 1949 Mao Ze Dong became leader of China. China, the most populated country in the world had become communist. In February 1950 China and the USSR signed a Friendship Treaty
- Mao Ze Dong and China felt vulnerable that the USA would use the Korean War to “roll back” communism and put the Chinese Nationalists in control. When the UN/US army went on the offensive and reached the Yalu River close to the border between North Korea and China, China was alarmed but did not want to risk war against the USA

- On 25th October 1950, over 250,000 Chinese troops called “volunteers” moved into North Korea and pushed the UN/US army back into South Korea, even recapturing its capital Seoul. By 1951 a number of costly offensives and counter attacks ended in stalemate. The war then took to the skies with USSR pilots flying planes with Chinese markings. This continued until an armistice was signed in 1953.

Any other valid point

[22]

22



**3 This question is about the Vietnam War, 1964–1975.**

Explain the actions of the US army and the Viet Cong in the Vietnam War between 1964 and 1975.

Use the paragraph headings to help you with your answer.

- (a) Tactics and actions of the US army, 1964–1968
- (b) Tactics and actions of the Viet Cong and North Vietnam, 1964–1968
- (c) Vietnamisation and withdrawal, 1968–1975

**Target AO1 and AO2:** Recall, select and communicate knowledge and understanding of history and demonstrate understanding of the past through explanation and analysis of key concepts, and key features and characteristics of the periods studied.

Award [0] for responses not worthy of credit

**Level 1 ([1]–[3]) AO1 ([1]–[3]) AO2**

Answers at this level may only use one of the paragraph headings and may fail to address the question, offering only a descriptive narrative which will contain inaccuracies. Spelling, punctuation and the rules of grammar are used with limited accuracy.

**Level 2 ([4]–[7]) AO1 ([4]–[7]) AO2**

Answers will use at least two of the paragraph headings, perhaps missing out only one, and offer a more informed explanation and analysis of the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

**Level 3 ([8]–[11]) AO1 ([8]–[11]) AO2**

Answers will use all of the paragraph headings and will provide a clear explanation and analysis of the actions of the US army and the Viet Cong in the Vietnam War. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

**Tactics and actions of the US army, 1964–1968**

- in 1964 an American ship was attacked by North Vietnam in the Gulf of Tonkin. President Johnson said that “I am not going to be the President who saw South East Asia going the way that China went”. The US Congress passed the Tonkin Resolution which transformed the USA’s role from indirect to direct involvement. The USA launched an intensive bombing campaign against North Vietnam called Operation Rolling Thunder. In 1965 US soldiers were sent to South Vietnam to help the government against the Viet Cong and by 1968, over 540,000 US troops were sent to Vietnam. The US army was far superior in size and weapons and expected an easy victory

- the USA was frustrated that its vast superiority in weapons could not be used effectively against an unseen enemy. The Americans lost the battle to win the hearts and minds of the people of South Vietnam. The Americans were not seen as defenders of freedom but as foreign aggressors. They could not speak the language nor distinguish between the Viet Cong and the rest of the population. They treated all Vietnamese as suspects
- the USA adopted the unpopular tactic of moving the South Vietnamese peasants out of their villages into strategic hamlets controlled by the Americans. About 40% of the population of South Vietnam was moved. This tactic was resented and only served to gain more recruits for the Viet Cong
- the USA wanted to destroy the Ho Chi Minh Trail, the vital Viet Cong supply route through the dense jungle of Vietnam, Laos and Cambodia. The Americans used chemical defoliants, e.g. Agent Orange, to destroy trees and vegetation. They also used Napalm, a petrol-based liquid which cleared undergrowth but also caused terrible skin burns to civilians
- “search and destroy” tactics led to the burning of villages and shooting suspects. This resulted in a high civilian death rate. American frustration against this unseen enemy led to atrocities against civilians, especially the infamous My Lai Massacre in March 1968 when over 300 civilians were killed
- the USA used its planes to bomb North Vietnam, the chief supplier of men and weapons to the Viet Cong. The USA bombed army bases, bridges and weapons factories. Thousands of innocent civilians were killed in these intensive raids

### **Actions and tactics of the Viet Cong and North Vietnam, 1965–1968**

- the South Vietnamese who wanted a united communist Vietnam were called the Viet Cong. They used guerrilla tactics and avoided open conflict against the Americans. They received leadership and military help from communist North Vietnam
- President Johnson sarcastically called them “a bunch of guerrillas in black pyjamas”. However, they were very committed and experienced and knew the jungle terrain well. The Viet Cong gained support from most South Vietnamese peasants who viewed the Americans as foreign aggressors, not defenders of freedom. This close link was described by Ho Chi Minh: “the people are the water, our armies are the fish”. The Viet Cong also received vital supplies from Ho Chi Minh in North Vietnam along the Ho Chi Minh Trail and indirect help, money and weapons, from the USSR and China
- the Viet Cong guerrilla tactics included grenade attacks and ambushes on the US troops. The Viet Cong hid in the jungle and used Punji traps, land mines and launched surprise attacks from a system of underground tunnels. The unexpected nature of these attacks and the difficulty of finding those responsible was a major cause of frustration for the US army

- in January 1968 the Viet Cong launched the Tet Offensive, a sudden attack which captured 75% of the main towns in South Vietnam. Even the American Embassy in Saigon was attacked. Though the Viet Cong suffered heavy casualties this offensive convinced many Americans that they could not achieve a military victory against the Viet Cong

### **Vietnamisation and withdrawal, 1968–1975**

- the Tet Offensive and the My Lai Massacre shocked the American people and undermined support for the war in the USA. Anti-war protests and draft dodging increased, especially among students and Black Americans. Low morale, drug abuse and poor discipline increased in the American army as the prospect of victory became more remote
  - over 58,000 American soldiers were killed and 270,000 wounded in a far-away war that many Americans didn't understand. The war was costing \$28 billion each year and was disrupting Johnson's social and welfare reforms
  - Richard Nixon who became President in January 1969 was determined to end US involvement in the war in Vietnam by following a policy called Vietnamisation. This transferred responsibility to the government and army of South Vietnam and allowed the USA to withdraw without losing face. In 1970, Nixon expanded US bombing into Cambodia and Laos. He wanted to destroy the Ho Chi Minh Trail, the main Viet Cong supply route. This widening of the scope of the war led to international condemnation and increased communist support in these countries
  - peace talks in Paris between the USA and the Viet Cong dragged on until January 1973 when the USA withdrew from Vietnam and handed over responsibility for the conduct of the war to President Thieu and the government of South Vietnam. Soon the North Vietnamese Army launched an attack on South Vietnam and in 1975 Saigon was recaptured and Vietnam reunified under Communist control. The new capital of Vietnam, Saigon was renamed Ho Chi Minh City. However, only part of the USA's fears about the Domino Theory was realised as communist governments were established in Cambodia and Laos. However other neighbouring countries did not become communist.
- Any other valid point [22]

22

**4 This question is about events in Europe between 1945 and 1949.**

Explain how events in Europe affected relations between the USA and the USSR between 1945 and 1949.

Use the paragraph headings to help you with your answer.

- (a) The USSR's fears and the Iron Curtain
- (b) The USA's fears: the Truman Doctrine and the Marshall Plan
- (c) The Berlin Blockade and the Berlin Airlift, 1948–1949

**Target AO1 and AO2:** Recall, select and communicate knowledge and understanding of history and demonstrate understanding of the past through explanation and analysis of key concepts, and key features and characteristics of the periods studied.

Award [0] for responses not worthy of credit

**Level 1 ([1]–[3]) AO1 ([1]–[3]) AO2**

Answers at this level may only use one of the paragraph headings and may fail to address the question, offering only a descriptive narrative which will contain inaccuracies. Spelling, punctuation and the rules of grammar are used with limited accuracy.

**Level 2 ([4]–[7]) AO1 ([4]–[7]) AO2**

Answers will use at least two of the paragraph headings, perhaps missing out only one, and offer a more informed explanation and analysis of the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

**Level 3 ([8]–[11]) AO1 ([8]–[11]) AO2**

Answers will use all of the paragraph headings and will provide a clear explanation and analysis of how events in Europe affected relations between the USA and the USSR between 1945 and 1949. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

**The USSR's fears and the Iron Curtain**

- the USSR and the USA fought on the same side in World War Two. It was a fragile friendship, held together by a common enemy, Germany. There was a history of suspicion between both countries before World War Two, especially ideological distrust between communism and democracy
- Stalin was very concerned about the USSR's future security and was determined to prevent another attack on the USSR by Germany as 26 million Russians were killed in World War Two. The USSR wanted to keep Germany weak. In February 1945 at

Yalta the Allied leaders failed to reach agreement on the future of Germany after its defeat. In a compromise, Germany was to be divided into four zones and the capital, Berlin in the Russian zone divided into four sectors. This arrangement was confirmed at a conference at Potsdam in July 1945

- the development of the atom bomb by the USA and a lack of trust between Truman and Stalin weakened relations. Stalin was determined to make Eastern Europe a Russian sphere of influence and a buffer zone against a future German invasion. The USSR was in a strong position in 1945 as its army of six million remained in Eastern Europe while the US army left Europe after the defeat of Hitler
- by 1946 the wartime friendship had broken down. Stalin was determined to establish a buffer zone between the USSR and Germany to provide the USSR with security. The only guarantee of security for Stalin was to make the countries of Eastern Europe communist. Opponents of communism were imprisoned or killed and elections rigged and voters intimidated. Only politicians loyal to Stalin were appointed, e.g. Rakosi in Hungary. In 1948 there was a communist coup in Czechoslovakia, the only country in Eastern Europe still a democracy. By 1948 communist governments controlled Poland, Albania, Hungary, Bulgaria, Romania, Czechoslovakia and the Russian zone in Germany. Cominform, set up in 1947 and Comecon, set up in 1949, strengthened political and economic control by the USSR

### **The USA's fears: the Truman Doctrine and the Marshall Plan**

- the division between Russian-controlled Eastern Europe and the West by 1947 was termed the "Iron Curtain" by Winston Churchill in his famous Fulton Speech. The Kennan Telegram from George Kennan, an American diplomat in Moscow also gave a worrying assessment of the USSR's ambitions to expand communism
- in March 1947 Truman declared that the USA would help contain the spread of communism and help any country threatened by communism. This policy was known as the Truman Doctrine. As part of the Truman Doctrine, the USA gave \$400 million to help Greece and Turkey contain communism. The Truman Doctrine meant that the USA now followed a more active foreign policy based on preventing the spread of communism
- the Marshall Plan, June 1947, aimed to help Europe to recover economically after World War Two. This would make it easier to resist communism. Marshall said: "communism thrives on the evil roots of poverty". The Marshall Plan and the Truman Doctrine were closely connected: "two halves of a walnut". Marshall Aid provided \$15 billion from the USA to 16 countries to stimulate economic recovery. It took the form of goods such as machinery and fertilisers and helped rebuild roads, railways and homes destroyed during the war. Industrial production increased by 25% by 1950 and the Communist Party lost its appeal in Western Europe

**The Berlin Blockade and the Berlin Airlift, 1948–1949**

- at Yalta in February 1945, differences between the Allies emerged over what to do about Germany. Germany was divided into four zones of occupation. In 1945 Berlin was divided into four sectors: British, French, American and Russian. Berlin, the capital of Germany, however, was situated 100 miles inside the Russian zone and behind the Iron Curtain. As the Cold War developed, tension increased between the USSR and the West. The USSR wanted Germany to pay reparations for damage and deaths in World War Two while the USA wanted to rebuild the German economy. In 1948 a new currency was introduced in the Western zones and help given to rebuild West Germany and West Berlin through the Marshall Plan. This worried the USSR as it feared a revived Germany might be a threat to the USSR in the future
- tension increased in 1948 because of a plan to introduce currency reform as the first step in setting up a separate West German state from the British, French and American zones. Stalin blocked off all roads and railway links from West Germany to West Berlin in June 1948. The two million residents of West Berlin were cut off from Western help. The Americans saw this as a test of the Truman Doctrine and were determined to help West Berlin. The Berlin Blockade was the first open conflict between the USA and the USSR in the Cold War. The USA saw it as an attempt by the USSR to drive the Allies out of West Berlin
- the USA decided to airlift supplies and avoid a direct confrontation with the USSR. For 10 months the people of West Berlin depended on food and fuel flown in by America and Britain. The airlift lasted 324 days. Up to 13,000 tons were supplied each day during the Berlin Airlift
- during the Berlin Airlift the people of West Berlin accepted rationing and hardship. 79 people were killed during the Airlift. Stalin didn't shoot down the Allied planes as he did not want to be seen as the aggressor and risk a nuclear attack. Stalin realised the determination of the USA and the West and lifted the Blockade in May 1949. The Airlift made the USA realise its key role in the defence of Western Europe and in 1949 it set up NATO to protect West Germany.

Any other valid point [22]

22

22

**Section B**

50

**Total**

AVAILABLE  
MARKS

