

New  
Specification



*Rewarding Learning*

General Certificate of Secondary Education  
2016

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## **History**

Unit 2: The Cold War 1945–1991

Higher Tier

[GHT22]

TUESDAY 14 JUNE, AFTERNOON

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**MARK  
SCHEME**

## General Marking Instructions

### **Introduction**

Mark schemes are intended to ensure that the GCSE examinations are marked fairly. The mark schemes provide examiners with an indication of the nature candidates' responses likely to be worthy of credit. They also set out the apply in allocating marks to candidates' responses. The mark schemes should conjunction with these general marking instructions.

### **Assessment Objectives**

Below are the assessment objectives for GCSE History.

Candidates must:

- recall, select, organise and communicate knowledge and understanding of history (AO1);
- demonstrate their understanding of the past through explanation and analysis of:
  - key concepts: causation, consequence, continuity, change and significance within an historical context; and
  - key features and characteristics of the periods studied and the relationships between them (AO2); and
- understand, analyse and evaluate:
  - source material as part of an historical enquiry; and
  - how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry (AO3).

### **Quality of candidates' responses**

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

### **Flexibility in marking**

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

### **Positive marking**

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

### **Awarding zero marks**

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

### ***Types of mark schemes***

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

### ***Levels of response***

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the “best fit” bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **high performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

### ***Quality of written communication***

Quality of written communication is taken into account in assessing candidates’ responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

### ***Assessment of spelling, punctuation and the accurate use of grammar***

Spelling, punctuation and the accurate use of grammar is taken into account in assessing candidates’ responses to specific questions in Unit 2. The following guidance is provided to assist examiners:

- **threshold performance:** Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
- **intermediate performance:** Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
- **high performance:** Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

## Higher Tier

## 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 communist control over Eastern Europe from 1945.****(a) Study Source A.**

What does **Source A** tell us about the methods used by the USA to weaken support for communism in Eastern Europe from 1945?

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

Award **[0]** for responses not worthy of credit

**Level 1 ([1])**

Answers at this level will include information copied from Source A or paraphrased; for example, Source A tells me that the USA made use of radio stations such as Radio Free Europe.

**Level 2 ([2]–[3])**

Answers at this level will include relevant information from Source A and make inferences but do not directly describe the methods used by the USA to weaken support for communism in Eastern Europe. For example, Source A tells me that the USA made use of radio stations such as Radio Free Europe to broadcast support for the people of Eastern Europe.

- Award **[2]** marks for one unsupported inference
- Award **[3]** marks for two unsupported inferences

**Level 3 ([4])**

Answers at this level will use the content of Source A to make a supported inference to describe the methods used by the USA to weaken support for communism in Eastern Europe. For example, the USA used radio stations such as Radio Free Europe which broadcast messages of support to opponents of communism in Eastern Europe. The promise of support from the USA gave anti-communists the confidence to protest for reform in countries such as Poland.

Any other valid point

[4]

**(b) Study Sources B and C.**

How far does **Source C** support **Source B** in showing how the attitude of the USSR towards the countries of Eastern Europe changed between 1968 and 1985?

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

Award **[0]** for responses not worthy of credit

**Level 1 ([1]–[2])**

Candidate is able to select one piece of information showing similarity and/or difference from either source but fails to develop similarity and/or difference. No attempt at a judgement will be made to show how far Source C supports the view in Source B.

Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

**Level 2 ([3]–[4])**

Candidates will analyse both sources for points of similarity and difference. An attempt at a judgement will be made as to how far Source C supports the view in Source B.

Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([5]–[6])**

Candidates will analyse both sources for points of similarity and difference. A reasoned judgement will be made as to how far Source C supports the view in Source B.

Writing communicates ideas effectively using a range of precisely selected historical terms and organising information clearly and coherently.

Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

Some of the following points may be made:

- Both sources agree that relations with the countries of Eastern Europe were ‘important’ for the USSR
- Both Brezhnev and Gorbachev wanted Eastern Europe to remain communist
- In **Source B** Brezhnev states that ‘force was necessary to keep control over the buffer zone’. **Source C** shows a different attitude when Gorbachev states that the USSR ‘had to find new ways of dealing with Eastern Europe’
- In **Source B** Brezhnev says that it was ‘the role of the countries of Eastern Europe to protect the USSR’. In **Source C** Gorbachev says that ‘in future, the people of Eastern Europe would be treated as partners’
- In **Source B** Brezhnev says that the communist countries of Eastern Europe would send in troops ‘if the government in any communist country tried to introduce capitalist reforms’. In **Source C** Gorbachev says that the USSR would not send in troops or tanks to crush reform in the countries of Eastern Europe.

Any other valid point

[6]

**(c) Study Source D.**

How **useful** and **reliable** is **Source D** in explaining the reasons for the collapse of communist control over Eastern Europe in 1989?

**Target AO1 and AO3:** Recall of knowledge; understand, analyse and evaluate source material as part of an historical enquiry.

Award **[0]** for responses not worthy of credit

**Level 1 ([1]–[3])**

Answers will provide a vague, general account of the content of Source D with little attempt to address the question. Candidates at this level may discuss the content of the source but may not give any indication of the utility and/or reliability of Source D. There will be little or no use of own knowledge. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

**Level 2 ([4]–[6])**

Answers at this level will discuss the reliability and/or utility of the source in explaining why communist control over Eastern Europe collapsed in 1989. Candidates may point out that it is a primary source and discuss the value of this. They may begin to make observations on the authorship. For example, they could mention that the source is from a spokesman for the government of the USA, the USSR's main opponent in the Cold War, the reasons why this source was produced and how these affect utility and reliability. Candidates will use some of their own knowledge to explain the background; for example, the coming to power of Gorbachev and his radical policies in the USSR and in Eastern Europe. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([7]–[9])**

Answers at this level will discuss fully the reliability and usefulness of Source D. They will make a reasoned judgement as to how useful and reliable Source D is in explaining why communist control over Eastern Europe collapsed in 1989. Candidates will use own knowledge to support their answers. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

**([3]) AO1 ([6]) AO3**

Some of the following points may be made:

- **Source D** would be useful as it is a contemporary source. It gives us the view of the US government, the main opponent of the USSR in the Cold War, in 1985, a time of change in the USSR and Eastern Europe
- The source provides useful information about the US view. We learn that the USA thought that communism was bound to collapse in Eastern Europe because the USSR had always faced some opposition there
- **Source D** gives some details of the policy of Mikhail Gorbachev, the new leader of the USSR. In 1985, he announced that the policy of the USSR towards Eastern Europe had to change and that in future they would be treated as partners
- **Source D** also states that Gorbachev said that he would not use troops to stop reform movements in Eastern Europe. The author of **Source D** seems to believe that Gorbachev's decision will lead to rebellion in the countries of Eastern Europe
- Candidates could use their own knowledge to describe the reaction to this statement in Eastern Europe and how Gorbachev's policy led eventually to the overthrow of communist governments in all of these countries

- Candidates may comment that the source is useful but it may not be reliable. It has limitations because of its author and because of the date. As the source was produced in 1985, it cannot give a complete account of the reasons for the collapse of communist control as that did not happen until four years later.

Any other valid point

[9]

- (d) “The policies of Gorbachev made the collapse of communism in Eastern Europe likely”.

Using **Sources A, B, C and D** and **your own knowledge**, explain whether you agree with this interpretation of the reasons for the collapse of communism in Eastern Europe in 1989.

**Target AO1, AO2 and AO3:** Recall of knowledge; demonstrate understanding of the past through explanation and analysis; understand, analyse and evaluate how aspects of the past have been interpreted and represented in different ways.

Award **[0]** for responses not worthy of credit

### Level 1 ([1]–[5])

A weak, generalised response which does not always address the question. Candidates at the lower end of this level may extract limited information from one source which outlines the reasons for the collapse of communism in Eastern Europe in 1989. Candidates may include some general points from their own knowledge which will enable them to achieve marks in the mid-upper end of this level. Explanation, if any, will be limited. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

### Level 2 ([6]–[10])

Answers at this level will demonstrate an understanding of the different views about the reasons for the collapse of communism in Eastern Europe in 1989 but may show limited own knowledge or understanding of the reasons why these views are held. Candidates can access marks at the higher end of this level if they attempt to use the sources to reach a conclusion about the reasons for the range of views which they give. Candidates will make close reference to the sources and will use some of their own knowledge to support their answer. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

### Level 3 ([11]–[15])

Candidates at this level will demonstrate a clear understanding of the reasons for the collapse of communism in Eastern Europe as outlined in the sources. They will show a clear understanding of the reasons why the authors held different views. At the top of this level candidates will use their own knowledge to make a reasoned judgement about the interpretation in the question and make reference to the sources to support their explanation and conclusion reached. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

**([3]) AO1 ([3]) AO2 ([9]) AO3**



Some of the following points may be made:

- **Source A** is an extract from a history textbook. It does not make any reference to the policies of Gorbachev, rather, it gives an accurate factual account of the role which the USA played in bringing about the collapse of communism in Eastern Europe. The USA funded radio stations such as Radio Free Europe which promised support to opponents of communism. It also gave financial help to communist countries if they agreed to protect human rights. In addition the USA gave secret help to reform movements in Poland, Hungary and Czechoslovakia, so encouraging their opposition to communism and the USSR
- **Source B** is the view of a modern historian, writing in 1997. This will provide an accurate and well-researched account of events. Source B describes the impact of an earlier event on relations between the USSR and one of the states of Eastern Europe. The USSR responded to the Prague Spring in Czechoslovakia in 1968 by sending in troops from the Warsaw Pact countries to bring Czechoslovakia back under control. The USSR leader Brezhnev then warned the people of Eastern Europe that it was their role to protect the USSR and that they would not be allowed to make “capitalist reforms”. Candidates may use their own knowledge to explain that the USSR could only keep control over Eastern Europe by using threats and military force
- **Source C** is the view of a modern historian writing in 2001. This will provide an accurate and well-researched account of events. This source describes the role played by the attitude and policy of Mikhail Gorbachev, who became leader of the USSR in 1985. His new approach to the people of Eastern Europe, stating that they would now be “treated as partners”, was to spark off great change within the communist countries. Gorbachev’s promise that he would not use force, “tanks or troops”, to keep control over Eastern Europe left the communist governments of Eastern Europe without support. Candidates could use their own knowledge to explain the consequences of Gorbachev’s new approach, sometimes called the “Gorbachev” or “Sinatra” Doctrine. The peoples of the countries of Eastern Europe were no longer afraid to oppose their communist rulers and one by one these rulers fell from power
- **Source D** is the view of a spokesman for the US government, in a statement made in 1985. The USA was the main enemy of the USSR in the Cold War and believed that the collapse of communism in Eastern Europe was just a matter of time. The source argues that this was because the communist governments of these countries had always faced opposition. Candidates could use their own knowledge to explain that these governments depended on the support of the USSR to keep any opposition under control. The US spokesman also states that the policy of the new leader, Gorbachev, plays an important role in this. In 1985 Gorbachev decided that USSR troops would no longer be used to crush opposition. The US spokesman believes that this will lead to the overthrow of the communist governments and thus to the collapse of communist control over Eastern Europe. The view in this is that the new policy of Gorbachev is one of the main reasons for the collapse of communist control over Eastern Europe.

Any other valid point

[15]

**Section A**

AVAILABLE  
MARKS

34

34



## Section B

Any **one** question from this section.

In **both** questions up to **5 additional marks** are available for your use of spelling, punctuation and the accurate use of grammar.

### 2 How did the USSR gain and maintain control of Eastern Europe between 1945 and 1961?

**Target AO1 and AO2:** Recall of knowledge; demonstrate understanding of the past through explanation and analysis of key events and change over time.

Award **[0]** for responses not worthy of credit

#### Level 1 ([1]–[5])

Simple, descriptive answer rather than explanation and analysis, which may be episodic and lack historical accuracy. To reach the top of Level 1, answers must attempt to provide some detail of how the USSR gained and maintained control of Eastern Europe between 1945 and 1961. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

#### Level 2 ([6]–[10])

Developed but limited explanation which goes beyond Level 1 by providing a more accurate account of how the USSR gained and maintained control of Eastern Europe between 1945 and 1961. There will be a more informed analysis but it may be limited in places. To reach the top of Level 2, answers must give specific details of how the USSR gained and maintained control of Eastern Europe between 1945 and 1961. However, there may be omissions of some episodes and developments. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

#### Level 3 ([11]–[16])

Well-informed, accurate explanation and a clear and coherent analysis of how the USSR gained and maintained control of Eastern Europe between 1945 and 1961. Answers will demonstrate a sound understanding and provide a detailed explanation of how the USSR gained and maintained control of Eastern Europe between 1945 and 1961. Top Level 3 answers will address the issue in a comprehensive way and provide full coverage of the period. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

#### **([5]) AO1 ([11]) AO2**

Answers may include some of the following:

#### **Establishing USSR control over Eastern Europe, 1945–1947**

In February 1945 at Yalta, tensions emerged in the fragile friendship between the USSR and USA in World War Two, especially over the future of Germany and Eastern Europe. In 1945, the Russian Army liberated countries in Eastern Europe from Nazi control. The USA failed to appreciate Stalin's desire for security from a future German invasion. As a compromise, at Potsdam, Germany was divided into four zones and Berlin, the capital in the Russian zone, was divided into four sectors: British, French, American and Russian. Berlin, the capital of Germany, was situated 100 miles inside the Russian zone.

AVAILABLE  
MARKS

Stalin used ruthless tactics such as rigging elections and assassinating and imprisoning political opponents to ensure that communist governments loyal to the USSR controlled most of Eastern Europe. By 1947 the USSR had established a sphere of influence and the Iron Curtain had become a reality by 1948. Poland, Hungary, Romania, Albania, Bulgaria and Czechoslovakia were under communist control.

### **The Berlin Blockade, 1948–1949**

The USSR feared that the West would use West Berlin as a centre for spying on Eastern Europe and that people in East Berlin would use West Berlin as a way of moving to Western Europe. In June 1948 Stalin blocked off all roads and railway links between the British, American and French zones and West Berlin. The USA saw the Blockade as an attempt by the USSR to drive the Allies out of West Berlin and as a test of the Truman Doctrine.

The Berlin Blockade led to the Berlin Airlift when the USA supplied the two million people of West Berlin for ten months with food and fuel. Stalin did not shoot down the Allied planes as he did not want to be seen as the aggressor and risk a nuclear attack. The determination of the USA and the West surprised Stalin and the Blockade was lifted in May 1949.

### **Actions of the USSR in dealing with the Hungarian Revolution of 1956**

Stalin died in 1953 and the new Russian leader Khrushchev criticised him as a tyrant in a famous speech in February 1956. In June 1956, protests in Poland against strict USSR control were defused with a programme of liberal reforms and the appointment of the popular Communist leader Gomulka.

In October 1956, popular unrest in Hungary led to the resignation of the unpopular Communist leader Rakosi. The USSR withdrew its army from Hungary, which gave hope to Hungarians looking for freedom from Russian control. Anti-Soviet demonstrations encouraged the new communist leader Imre Nagy to announce free elections and that Hungary would leave the Warsaw Pact and become a neutral country.

Khrushchev, however, was determined to keep Russian control over Hungary and to prevent Hungary from leaving the USSR's sphere of influence. Khrushchev sent the Russian army and 6000 tanks into Hungary. The Hungarians, though poorly trained and armed, put up fierce resistance in the hope of getting help from the USA. Fierce fighting from 4 to 14 November 1956 in Budapest led to thousands of deaths. The Hungarians were defeated and 180 000 fled to the West. Nagy was executed and a pro-Russian government was installed, led by Kadar. This showed the USSR's determination to keep control of Eastern Europe as a buffer zone and preserve the Iron Curtain.

### **The Berlin Wall, 1961**

The Marshall Plan improved living standards in West Germany in the 1950s. This was clearly seen in Berlin. During the 1950s over two million East Germans used West Berlin as an escape route to the 'Golden West'. This threatened to destabilise USSR control over Eastern Europe.

On 13 August 1961 East German police sealed off all crossing points to West Berlin, first with a barbed wire fence which was quickly replaced by a concrete wall over 110 km long, cutting West Berlin off from East Berlin and East Germany. This stopped all movement between the Russian sector and the West. The Berlin Wall remained a stark symbol of Communist oppression. Armed guards patrolled and lookout posts were set up; over 100 East Germans were killed while attempting to escape after 1961. The Berlin Wall did succeed in removing a threat to communist control in East Berlin.

Any other valid point

[16]

## Assessment of spelling, punctuation and the accurate use of grammar.

AVAILABLE  
MARKS

If the response does not address the question then no SPaG marks are available. However, if the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

Award **[0]** for responses not worthy of credit

### Level 1 Threshold performance ([1] mark)

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, candidates use a limited range of specialist terms appropriately.

### Level 2 Intermediate performance ([2]–[3] marks)

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, candidates use a good range of specialist terms with facility.

### Level 3 High performance ([4]–[5] marks)

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the question. Where required, candidates use a wide range of specialist terms adeptly and with precision.

[5]

## 3 Why did the USA try to contain communism in Asia between 1949 and 1965?

**Target AO1 and AO2:** Recall of knowledge; demonstrate understanding of the past through explanation and analysis of key events and change over time.

Award **[0]** for responses not worthy of credit

### Level 1 ([1]–[5])

Simple, descriptive answer rather than explanation and analysis, which may be episodic and lack historical accuracy. To reach the top of Level 1, answers must attempt to provide some detail of why the USA tried to contain communism in Asia between 1949 and 1965.

Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

### Level 2 ([6]–[10])

Developed but limited explanation which goes beyond Level 1 by providing a more accurate account of why the USA tried to contain communism in Asia between 1949 and 1965. There will be a more informed analysis but it may be limited in places. To reach the top of Level 2, answers must give specific details of why the USA tried to contain communism in Asia between 1949 and 1965. However, there may be omissions of some episodes and developments.

Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([11]–[16])**

Well-informed, accurate explanation with a clear and coherent analysis of why the USA tried to contain communism in Asia between 1949 and 1965. Answers will demonstrate a sound understanding and provide a detailed explanation of the reasons why the USA tried to contain communism in Asia between 1949 and 1965. Top Level 3 answers will address the issue in a comprehensive way and provide full coverage of the period.

Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

**([5]) AO1 ([11]) AO2**

Answers may include some of the following:

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

- The Truman Doctrine of 1947 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 along 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 in Korea.

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

- Between 1950 and 1954 the US government gave \$1.4 billion to France as it tried to regain control over Vietnam in a war against the communist Viet Minh, led by Ho Chi Minh. The withdrawal of France after its defeat at Dien Bien Phu in 1954 led to Vietnam becoming an area of great concern for the USA. Vietnam was divided along cold war lines: communist North Vietnam and non-communist South Vietnam
- South Vietnam was seen as 'the cornerstone of the free world in South East Asia'. Indirect help in the form of 16 000 military advisers and \$3 billion was given to the government of President Diem of South Vietnam to fight against the Viet Cong, a guerrilla group that wanted a united communist Vietnam. However, when President Diem was killed in November 1963, the Viet Cong controlled 60% of the country
- The Gulf of Tonkin Incident, August 1964, was the immediate cause of direct US involvement. A North Vietnamese gun boat fired at a US warship. There was anger in the USA and President Johnson stated his determination not to lose South Vietnam, the 'cornerstone of democracy in South East Asia'. He 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
- President Johnson sent combat troops into Vietnam in 1965.

Any other valid point.

[16]

**Assessment of spelling, punctuation and the accurate use of grammar.**

If the response does not address the question then no SPaG marks are available. However, if the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

Award **[0]** for responses not worthy of credit

**Level 1 Threshold performance ([1] mark)**

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, candidates use a limited range of specialist terms appropriately.

**Level 2 Intermediate performance ([2]–[3] marks)**

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, candidates use a good range of specialist terms with facility.

**Level 3 High performance ([4]–[5] marks)**

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the question. Where required, candidates use a wide range of specialist terms adeptly and with precision.

[5]

16

SPaG

5

**Section B**

**21**

**Total Paper Marks**

**55**

**AVAILABLE  
MARKS**