



GCE

History A

Y222/01: The Cold War in Asia 1945-1993

Advanced GCE

Mark Scheme for June 2019

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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1. Here is the mark scheme for this question paper.

MARK SCHEME Section A

Question	Answer	Marks	Guidance
1 (a)	<p>Which of the following was of greater importance in prolonging the Korean War beyond December 1950? (i) divisions within the Western alliance (ii) the intervention of the Chinese Explain your answer with reference to both (i) <u>and</u> (ii).</p> <p>In dealing with divisions within the Western alliance, answers might consider the composition of Western forces (US/UN/ROK) and the problem of co-ordination.</p> <ul style="list-style-type: none"> • Answers might explain how the US controlled the alliance (the number of US troops, air, ground and naval power, the alliance was led by an American answerable to Truman). • Answers might consider differences on strategy eg over Inchon Landing and the advance beyond the 38th parallel. • Answers might consider divisions in the war aims of the alliance: initially united in restoring the status quo but later divided on reunifying the country. • Answers might consider the friction caused over the possible use of atomic weapons. • Answers might develop this to explain the differences within the US between Truman and MacArthur. • Answers might consider the reservations of the French, more concerned about the impact of the war on their position in Indo-China. <ul style="list-style-type: none"> • In dealing with the intervention of the Chinese, answers might they checked the advance of the alliance to the Yalu River. • Answers might argue that they forced the alliance to 	10	<ul style="list-style-type: none"> • No set answer is expected. • Judgement must be supported by relevant and accurate material. • Only credit material relevant to the question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or may take a continually comparative approach. Either approach is acceptable. • Knowledge must not be credited in isolation; it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

	<p>retreat and adopt a defensive strategy.</p> <ul style="list-style-type: none"> • Answers might consider the strength of the Chinese forces (number and toughness of their troops). • Answers might consider the successes of the Chinese in defeating the alliance in key engagements such as Kunu-ri and Chosin Reservoir. • Answers might explain that both sides accepted that a stalemate had been reached by the end of 1950 and were resigned to a war of attrition. 		
1 (b)*	<p>To what extent did Nixon achieve ‘peace with honour’ in Vietnam?</p> <p>In arguing that Nixon achieved ‘peace with honour’, answers might point out that Nixon had promised to make peace in Vietnam in the campaign of 1968 and, by 1973, that had been achieved.</p> <ul style="list-style-type: none"> • Answers might explain that in 1968 the Tet Offensive effectively changed the views of US policy makers who agreed that the US had to withdraw which Nixon implemented. • Answers might argue that US forces, 1969-73, retained its reputation for military strength as demonstrated with their airpower and in checking the communist offensive of 1972. • Answers might explain that the US maintained the government of President Thieu in the South. • Answers might discuss the diplomacy of Kissinger including the overtures to China (Nixon visit 1972) and the Paris Peace talks. • Answers might argue that Nixon was severely limited in what he could do: alternative options such as nuclear war and an invasion of the North were dangerous). • In arguing the Nixon did not achieve peace with honour, answers might discuss the prolonged time taken to secure peace in 1973 having stated in 1968 he wanted 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels, candidates will focus on ‘to what extent’ but at Level 4 may simply list factors. • At Level 5 and above, there will be judgements as to the nature of the peace. • At higher levels, candidates might establish criteria against which to judge the peace. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • Knowledge must not be credited in isolation; it should only be credited where it is used to analyse and evaluate the sources, in line with descriptions in the levels mark scheme.

	<p>to end the war fast.</p> <ul style="list-style-type: none"> • Answers might consider the price in death and destruction of his conduct of the war (especially the bombing raids). • Answers might argue that the conduct of the war increased opposition at home as anti-war protests intensified. • Answers might explain that the war was escalated by Nixon's invasion of Cambodia in support of Lon Nol. • Answers might argue that the communist takeover of South Vietnam in 1975 undermined the peace of 1973. 		
2 (a)	<p>Which of the following was of greater importance as a reason for the civil war in Cambodia, 1967-1970?</p> <p>i) the Sihanouk regime</p> <p>ii) the communists in Cambodia</p> <p>Explain your answer with reference to both (i) <u>and</u> (ii).</p> <ul style="list-style-type: none"> • In dealing with the Sihanouk regime, answers might consider the time he was out of the country (often in France). • Answers might emphasise his failure to improve the lot of the poorest or to offer opportunity to the brightest. • Answers might explain the extent of corruption. • Answers might argue that repression of opponents especially the Communists was counter-productive. • Answers might assess the elections of 1966. • Answers might discuss the effects of Sihanouk's ties with the US. • In dealing with the communists in Cambodia, answers might consider the increasing influence of Pol Pot within the Cambodian communist movement. • Answers might consider the influx of large numbers of communists from Vietnam into Cambodia to avoid US forces operating a 'search and destroy' strategy. 	10	<ul style="list-style-type: none"> • No set answer is expected. • Judgement must be supported by relevant and accurate material. • Only credit material relevant to the question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or may take a continually comparative approach. Either approach is acceptable. • Knowledge must not be credited in isolation; it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

	<ul style="list-style-type: none"> Answers might assess consider the impact of the Ho Chi Minh trail through Cambodia used by the North Vietnamese. Answers might discuss the role and influence of China in backing the Khmer Rouge. Answers might argue that it was the communists who led the rebellion against Sihanouk in 1967. Answers might consider the limited support enjoyed by Cambodian communists. 		
2 (b)*	<p>‘The successful containment of communism in Malaya was due to the policies of the British government.’ How far do you agree?</p> <ul style="list-style-type: none"> In arguing that British policies were important, answers might emphasis the strength of British forces: the British outnumbered the communists by at least 10 to 1. Answers might explain that the British offered economic and political concessions to moderate Chinese. Answers might discuss the resettlement of Chinese squatters. Answers might explain how the British deported some Chinese to China. Answers might discuss the introduction of ‘strategic hamlets’. Answers might assess the appeal of British commitment to independence won ‘hearts and minds’. Answers might argue that the British deployed successful counter-insurgency techniques. In arguing that there were other factors, answers might discuss the divisions between the Chinese: the MCP lacked widespread support. The Malayan Chinese Association, which backed a multi-racial Malaya, offered an alternative. Answers might argue that the MCP was divided over 	20	<ul style="list-style-type: none"> No set answer is expected. At higher levels, candidates will focus on ‘how far?’ but at Level 4 may simply list factors. At Level 5 and above, there will be judgements as to the relative importance of British policy compared to other factors. At higher levels, candidates might establish criteria against which to judge the claim that British policy was the key factor. To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. Knowledge must not be credited in isolation; it should only be credited where it is used to analyse and evaluate the sources, in line with descriptions in the levels mark scheme.

	<p>leadership and ideology.</p> <ul style="list-style-type: none">• Answers might point out that the Korean War which generated an increase in demand for rubber and tin led to an economic boom in Malaya.• Answers might discuss the support of the Malays for Britain (c.44% of the population).• Answers might argue that identification of the enemy was easy due to physical appearance.• Answers might stress how the MCP lacked outside support from China or the USSR.• Answers might argue that from 1949 the MCP's only sanctuary was in Thailand was far from the areas of heaviest population and resort to it was a sign of retreat/defeat.		
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