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**GCSE**  
**HISTORY**  
**8145/1B/D**

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

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**Mark scheme**

June 2022

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

### Step 3 Spelling, punctuation and grammar (SPaG)

Spelling, punctuation and grammar will be assessed in question 04.

Performance descriptor		Marks awarded
High performance	<ul style="list-style-type: none"><li>• Learners spell and punctuate with consistent accuracy</li><li>• Learners use rules of grammar with effective control of meaning overall</li><li>• Learners use a wide range of specialist terms as appropriate</li></ul>	4 marks
Intermediate performance	<ul style="list-style-type: none"><li>• Learners spell and punctuate with considerable accuracy</li><li>• Learners use rules of grammar with general control of meaning overall</li><li>• Learners use a good range of specialist terms as appropriate</li></ul>	2–3 marks
Threshold performance	<ul style="list-style-type: none"><li>• Learners spell and punctuate with reasonable accuracy</li><li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li><li>• Learners use a limited range of specialist terms as appropriate</li></ul>	1 mark
No marks awarded	<ul style="list-style-type: none"><li>• The learner writes nothing</li><li>• The learner's response does not relate to the question</li><li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li></ul>	0 marks

Question 04 is an extended response question. They give students the opportunity to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

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**Source A** is critical of the events at Kent State University. How do you know?

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

**[4 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

**Target**      **Analyse sources contemporary to the period (AO3a)**

**Level 2:**      **Developed analysis of source based on content and/or provenance**      **3–4**

Students may progress from a simple analysis of the source with extended reasoning supported by factual knowledge and understanding related to the features of the source.

For example, the cartoon is criticising America for the events that took place at Kent State University in 1970. The soldier is making an excuse for his use of force. The figure of Uncle Sam represents the people of America; he looks ashamed because students who were making an anti-war demonstration were shot at by National Guard. Several students were killed.

**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 cartoon shows an American soldier who has just used his gun against people who did not have proper weapons. The guards shot students who were protesting.

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

0 2

How useful are **Sources B** and **C** to an historian studying the Korean War?

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

**[12 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

### Target

**Analyse sources contemporary to the period (AO3a)**

**Evaluate sources and make substantiated judgements (AO3b)**

In analysing and evaluating sources, students will draw on their contextual knowledge to question critically the content and provenance of sources (for example, the context of the time in which source was created, place, author's situation, knowledge, beliefs, circumstances, access to information, purpose and audience).

### Level 4: **Complex evaluation of both sources with sustained judgement based on content and provenance** **10–12**

Students may progress from a developed evaluation of the sources by complex reasoning related to utility on the basis of content and provenance. They may evaluate the relationship between the sources based on analysis of provenance and contextual knowledge.

For example, the sources illustrate how the civil war in Korea became a proxy war between the USSR and the USA as part of the Cold War. In Source B, Stalin is only offering to provide equipment rather than troops because he did not want direct confrontation with the USA. That is also the reason for the message being confidential. The context of Source C is that President Truman had issued a doctrine to say that America would follow a policy to 'contain' the spread of communism. However, the propaganda poster shows that the USA did not want to be seen as starting a war against communism because it shows North Korea as the aggressor. It stresses that the action against North Korea has worldwide support and the USA was acting with the authorisation of the UN.

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

Students may progress from a simple evaluation of the sources with extended reasoning related to utility on the basis of content and/or provenance.

For example, Source B is useful to show an historian why North Korea was so successful in the first stages of the war. With support from the USSR, North Korea had built up its own army and trained troops whereas South Korea was not as strong. The North Korean army advanced rapidly in June–September 1950 and captured most of South Korea. Source C was published in America to show the actions of the UN in a positive light. America was in

charge of the UN forces that landed in South Korea to help drive the North Koreans back to the border.

For example, Source C is a form of propaganda that is justifying the need to fight against communism. In 1950, the UN had voted to take military action against North Korea. The USSR refused to attend meetings at this time and so they had not been able to veto this decision. Source B shows the Korean War started because the USSR provided military equipment that allowed the North Korean Army to invade South Korea. North Korea was communist and Stalin was happy to support an attempt to unite both halves of Korea under communist leadership.

**Level 2: Simple evaluation of source(s) based on content and/or provenance 4–6**

Students may progress from a basic analysis of the source(s) to simple evaluation of the content and/or provenance.

For example, Source B shows why the Korean War started in 1950 because the USSR provided military equipment that allowed the North Korean Army to invade capitalist South Korea. North Korea was communist and Stalin was happy to support an attempt to unite both halves of Korea under communist leadership.

Source C was published in America to show the actions of the UN in a positive light. America was in charge of the UN forces that landed in South Korea to help drive the North Koreans back to the border.

**Level 1: Basic analysis of sources(s) 1–3**

Answers may show understanding/support for one or both sources, but the case is made by assertion/basic inference.

Students identify basic features which are valid about the sources and related to the enquiry point, for example, Source B says that Stalin was willing to help Kim Il Sung with the issue of South Korea.

Source C shows that the UN is trying to stop the Communists from attacking Korea.

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

0 3

Write an account of how the end of the war in Vietnam led to problems.

**[8 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

**Target**      **Explain and analyse historical events and periods studied using second-order concepts (AO2:4)**  
**Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)**

**Level 4:**      **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.

For example, President Ford was still able to exert a negative influence after the war ended in 1973 because he opposed Vietnam joining the United Nations. It was a problem for Vietnam because it remained isolated from the international community and made recovery harder.

**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 problem was that the soil remained contaminated after the war because the farmland and jungle in Vietnam had been destroyed using chemical agents. The chemicals caused cancers and other illnesses in successive generations of Vietnamese people.



**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, thousands of children were born as a result of relationships between Vietnamese women and US soldiers. Many faced prejudice for the rest of their lives because they were a living reminder of the conflict.

**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 Unexploded bombs remained in the soil and they could be detonated when the land was farmed.

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

Question 04 requires students to produce an extended response. Students should demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

**0 4**

'The Gulf of Tonkin incident was the main reason why the conflict in Vietnam escalated in the 1960s.'

How far do you agree with this statement?

Explain your answer.

**[16 marks]**  
**[SPaG 4 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

**Target**      **Explain and analyse historical events and periods studied using second-order concepts (AO2:8)**  
**Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:8)**

**Level 4:**      **Complex explanation of stated factor and other factor(s) leading to a sustained judgement**      **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.

For example, the Gulf of Tonkin incident was just one of the reasons for escalation in the 1960s. The wider context was that as the war continued, the nature of the conflict made decisive victory impossible. The size and strength of US military power did not bring a great advantage in jungle warfare against the guerrilla tactics of the Vietcong, nor could it destroy the Ho Chi Minh trail.

**Level 3:**      **Developed explanation of the stated factor and other factor(s)**      **9–12**  
**Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question**

Answer demonstrates a developed, sustained line of reasoning which has coherence and logical structure; it is well substantiated, and with sustained, explicit relevance.

Extends Level 2.

Answer may suggest that one reason has greater merit.

Students may progress from a simple explanation of causation with developed reasoning supported by factual knowledge and understanding.

For example, the Gulf of Tonkin incident involved a torpedo attack on USS Maddox and the report of another imminent attack. Although no further attacks occurred, the suspicion was sufficient for the US government to pass a resolution which gave the President the power to take further military action against North Vietnam. This escalated the conflict because President Johnson used this power to launch bombing campaigns against North Vietnam and sent thousands of American soldiers to South Vietnam.

For example, the main reason the conflict continued in the 1960s was because the Vietcong successfully fought a guerrilla war. The Vietcong hung on the belts of the Americans. The Americans struggled to identify the enemy because they didn't wear uniforms and hid in the jungle and launched ambush attacks. The Americans could not be seen to be losing so they kept sending more forces and used new methods of attack such as Agent Orange to clear the forest.

<b>Level 2:</b>	<b>Simple explanation of stated factor or other factor(s)</b> <b>Answer demonstrates specific knowledge and understanding that is relevant to the question</b>	<b>5–8</b>
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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, Operation Rolling Thunder affected the conflict in Vietnam in the 1960s. This was a bombing campaign by America that targeted government buildings in North Vietnam. The campaign was meant to last for a few weeks but it lasted for several years.

<b>Level 1:</b>	<b>Basic explanation of one or more factors Answer demonstrates basic knowledge and understanding that is relevant to the question</b>	<b>1–4</b>
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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 North Vietnam attacked a US warship in the Gulf of Tonkin.

Students may offer basic explanations of other factor(s), for example, the US army could not defeat the guerrilla tactics of the Vietcong.

<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>
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### Spelling, punctuation and grammar

	<b>Performance descriptor</b>	<b>Marks awarded</b>
High performance	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>	4 marks
Intermediate performance	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>	2–3 marks
Threshold performance	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>	1 mark
No marks awarded	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>	0 marks