

GCE

History A

**Y252/01: Non-British period study: The Cold War in Asia
1945-1993**

AS Level

Mark Scheme for June 2022

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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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PREPARATION FOR MARKING ON-SCREEN

1. Make sure that you have accessed and completed the relevant and training packages for on-screen marking: *scoris assessor Online Training* and the *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the Instructions for On-Screen Marking and the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses and the **required number** of standardisation responses.

PREPARATION FOR PAPER BASED MARKING

1. Make sure that you have accessed and completed the relevant training for paper based marking.
2. Make sure that you have read and understood the Instructions for Specialist Marking and the mark scheme and the question paper for this unit.
3. Before the Standardisation meeting you must mark at least 10 scripts from several centres. Use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting

MARKING INSTRUCTIONS – FOR MARKING ON-SCREEN AND FOR PAPER BASED MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.

5. Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space
 Award Zero '0' if:
 - anything is written in the answer space and is not worthy of credit (this includes text and symbols).
 Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.
8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*
10. For answers marked by levels of response: Not applicable in F501
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer**To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)

Consistently meets the criteria for this level	At top of level
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1. These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation

2. Here are the subject specific instructions for this question paper

Subject specific marking instructions that apply across the whole question paper must appear here. These must be compatible with the OCR Marking Instructions above. Include here any instructions for marking when a candidate has infringed the rubric.

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

MARK SCHEME Section A

Question	Answer	Marks	Guidance
1*	<p>‘The most important result of the Korean War was the development of the non-aligned movement.’ How far do you agree?</p> <p>In arguing that the non-aligned movement (NAM) was important,</p> <ul style="list-style-type: none"> Answers might argue that the principles agreed at Bandung, 1955, provided guidelines for the conduct of international relations. Answers might argue that the US and the USSR were more sensitive to the needs of smaller states. Answers might argue that the Bandung conference provided an opportunity for China to exert her influence. Answers might argue that the conference in Belgrade, 1961, further developed the idea of a Third World independent of the US and Soviet blocs. 	30	<ul style="list-style-type: none"> No set answer is expected At Level 5 there will be judgement on ‘How far’. Judgements 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 as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

	<ul style="list-style-type: none"> Answers might argue that the decline of a bipolar world order in the 1970s was partly because of NAM. <p>In arguing that other results were important,</p> <ul style="list-style-type: none"> Answers might argue that the Korean War contributed to developments in Vietnam until 1975. Answers might stress the rearmament of Japan and West Germany. Answers might argue that relations between China and the USA were hostile for the next two decades at least. Answers might argue that the arms race between the US and USSR was accelerated. Answers might stress the strengthening of the Sino-Soviet alliance. 		
Question	Answer	Marks	Guidance
2*	<p>To what extent was the rise of the Viet Minh in Indochina, 1945-1954, due to the leadership of Ho Chi Minh?</p> <p>In assessing the leadership of Ho Chi Minh,</p> <ul style="list-style-type: none"> Answers might discuss his reputation as a war WWII hero. Answers might explain his credentials as a nationalist more than a communist. Answers might discuss how he communicated with ordinary people: 'Uncle Ho' had the 'common touch'. Answers might discuss how he was regarded as a man of principle with his ideas expressed in the Declaration of September 1945. Answers might discuss the emphasis he put on social and land reform. <p>In assessing other factors,</p>	30	<ul style="list-style-type: none"> No set answer is expected At Level 5 there will be judgement on 'To what extent'. Judgements 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 as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

	<ul style="list-style-type: none"> • Answers might discuss the misrule of the French including the use of napalm against the Viet Minh. • Answers might argue that Bao Dai was very unpopular. • Answers might explain that the US support for the French encouraged support for the Viet Minh. • Answers might discuss the discipline and the courtesy with which the Viet Minh engaged with civilians. • Answers might argue that the competence of the Viet Minh as a force, especially Giap's leadership, impressed. • Answers might argue that supplies from China ensured the Viet Minh survived. 		
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Section B

Question	Answer	Marks	Guidance
3	<p>Read the interpretation and then answer the question that follows:</p> <p>'China's entry into the [Korean] War greatly changed its course.'</p> <p style="text-align: center;">From: Vivienne Sanders, <i>The Cold War in Asia, 1945-93</i>, 2015</p> <p>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</p> <ul style="list-style-type: none"> • The historical debate about the course of the Korean War focuses on the impact of China's intervention. • In analysing and evaluating the strengths and limitations of the interpretation, answers might argue that the impact of 	20	<ul style="list-style-type: none"> • No set answer is expected • Candidates must use their knowledge and understanding of the historical context and the wider historical debate surrounding the issue to analyse and evaluate the given interpretation. • Candidates must refer to at least one other interpretation. • The quality of analysis and evaluation of the interpretations should be considered when assigning answers to a level, not the quantity of other interpretations included in the answer. • Other interpretations considered as part of evaluation and analysis do not need to be attributed to specific named historians, but they must be

	<p>China's entry into the war is debatable in terms of the extent of its effect and that other factors explain changes in its course.</p> <p>In analysing and evaluating the strengths of the given interpretation, answers might use knowledge and understanding of:</p> <ul style="list-style-type: none"> • The scale of Chinese intervention (the number of soldiers). • Chinese intervention stalled the US offensive in the north as it approached the Yalu River. • Details of the Chinese offensive of November 1950. • The resulting increase in tension, with Truman contemplating the use of the atom bomb. • The war of attrition from April 1951 in contrast to the series of rapid advances and retreats previously. <p>In analysing the limitations of the given interpretation, answers might use knowledge and understanding of:</p> <ul style="list-style-type: none"> • The limitations of Chinese forces, exposed on the flat lands of South Korea. • The inability of either side to force a conclusion (stalemate). • The continued pursue by the US of a policy of containment rather than rollback. • The consistency of the USSR which remained cautious in terms of its involvement despite Chinese intervention. <p>Other interpretations that might be used in evaluation of the given interpretations are:</p> <ul style="list-style-type: none"> • The dismissal of MacArthur was a major factor in changing the course of the war. • Public opinion in the US influenced the course of the war. • Increased concerns of the UN and US allies restrained the US. 		<p>recognisable historical interpretations, rather than the candidate's own viewpoint.</p> <ul style="list-style-type: none"> • Answers may include more on strengths or more on limitations and there is no requirement for a 50/50 split in evaluation. However, for level 5 there should be well-supported evaluation of both and for level 4 supported evaluation of both, in line with levels descriptors. • Candidates are not expected to construct their own interpretation.
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APPENDIX 1 – this contains a generic mark scheme grid

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	Generic mark scheme for Section A, Questions 1 and 2: Essay [30]
Level 5 25–30 marks	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
Level 4 19–24 marks	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
Level 3 13–18 marks	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit.
Level 2 7–12 marks	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
Level 1 1–6 marks	The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.

0 marks	No evidence of understanding and no demonstration of any relevant knowledge.
	<i>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	Generic mark scheme for Section B, Question 3: Interpretation [20]
Level 5 17–20 marks	The answer has a very good analysis of the interpretation. It uses detailed and relevant knowledge of the historical context and shows thorough understanding of the wider historical debate, in the form of detailed examination of other interpretations, in order to produce a well-supported evaluation of both the strengths and weaknesses of the given interpretation.
Level 4 13–16 marks	The answer has a good analysis of the interpretation. It uses relevant knowledge of the historical context and good understanding of the wider historical debate, in the form of examination of other interpretations, in order to produce a supported evaluation of both the strengths and weaknesses of the given interpretation.
Level 3 9–12 marks	The answer has a partial analysis of the interpretation. It uses some relevant knowledge of the historical context and shows partial understanding of the wider historical debate, in the form of reference to other interpretations, in order to evaluate the strengths and weaknesses of the given interpretation. The evaluation may be un-even with only limited treatment of either limitations or strengths, but both will be addressed.
Level 2 5–8 marks	The answer has a limited analysis of the interpretation. It uses generalised knowledge of the historical context and shows limited understanding of the wider historical debate, in the form of generalised reference to other interpretations, in order to produce a limited evaluation of the given interpretation. The evaluation may deal with either strengths or limitations in a very superficial way, or may only address limitations or strengths.
Level 1 1–4 marks	The answer has a very limited analysis of the interpretation which may be descriptive and relate more to the topic area than the detail of the interpretation. It uses very limited and generalised knowledge of the historical context and shows very limited or no understanding of the wider historical debate, with reference to other interpretations being implicit or lacking, in order to produce a very simplistic, asserted evaluation of the given interpretation.
0 marks	No evidence of understanding or reference to the interpretation.

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