



Rewarding Learning

**General Certificate of Secondary Education
January 2019**

History

Unit 2: The Cold War 1945–1991

Higher Tier

[GHT22]

WEDNESDAY 16 JANUARY, AFTERNOON

**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 be read in 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 the superpowers and the city of Berlin between 1950 and 1989.

(a) Study Source A.

What does **Source A** tell us about how the city of Berlin caused problems for the USSR up to 1961?

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 more than two million people, many of whom were young and highly skilled, had crossed from East Germany to West Berlin to enjoy a better lifestyle.

Level 2 ([2]–[3])

Answers at this level will include relevant information from Source A and make inferences but do not directly state how the city of Berlin caused problems for the USSR up to 1961.

For example, Source A tells me that Khrushchev could not persuade the USA to leave West Berlin.

- 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 how the city of Berlin caused tensions between the USA and the USSR. For example, Source A tells us that there was pressure from East Germany to stop the loss of so many of its young and highly skilled people and Khrushchev took the decision to build a wall around the western sectors of Berlin in August 1961.

Any other valid point

[4]

(b) Study Sources A and B.

How far does **Source A** support the view in **Source B** that the Berlin Wall was built in August 1961 to protect East Germany?

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

Some of the following points may be made:

- Both sources agree that East Germany was badly affected by the scale of people moving to the west through West Berlin. Source A refers to 'the shortage of workers' while Khrushchev in Source B states that 'the USA was trying to persuade East Germans to leave for the West and damage the economy of East Germany.'
- The sources agree that building the wall had solved problems for the USSR in maintaining its control over East Germany. Source A refers to the decrease in the numbers leaving to go to West Berlin and states that 'the USSR had won this fight over Berlin.' In Source B Khrushchev sees the positive impact of his action in building the wall when he states that 'unrest in East Germany decreased and the economy improved.'
- The sources disagree on the motives of those who used West Berlin as a way of moving to the west. Source A refers to the motive 'to enjoy a better lifestyle' and states that 'many people thought that democracy was better than communism.' In Source B Khrushchev says that 'the USA was trying to persuade East Germans to leave for the West and and damage the economy of East Germany.'
- In Source B Khrushchev saw the actions of the USA in Berlin as a way 'to spy on us.' Source A makes no reference to this.

Any other valid point

[6]

(c) Study Source C

How **useful** and reliable is **Source C** in explaining the reasons for the collapse of the Berlin Wall 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 C 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 C. 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 reasons for the collapse of the Berlin Wall. 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 the President of the USA, the USSR's main opponent in the Cold War. They could discuss the motives for this source and how these affect its utility and reliability. Candidates will use some of their own knowledge to explain the background, for example, President Reagan's views on the USSR and his relationship with Gorbachev.

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 C. They will make a reasoned judgement as to how useful and reliable Source C is in explaining reasons for the collapse of the Berlin Wall. They may discuss the strengths and weakness of the date, two years before the Berlin Wall collapsed. Candidates will use their 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 considerable accuracy.

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

Some of the following points may be made:

- Source C is useful as it is a contemporary source by President Reagan, giving the views of a key individual who was an opponent of the USSR in the Cold War. This would affect the reliability of Source C because Reagan was a strong opponent of the USSR and communism
- Source C is an extract from a speech in 1987, two years before the collapse of the Berlin Wall. This provides a useful insight into Reagan's views but has limitations. The Berlin Wall did not collapse until 1989 and other factors have to be considered to explain this
- The source provides useful information about the US President's view of West Berlin and the Berlin Wall. He believed that West Berlin was a 'place of freedom' and that the Wall was 'part of the Iron Curtain'
- While the audience was the people of West Berlin, Reagan was also directing his speech to the people of East Berlin. In Source C Reagan states 'I want to speak directly to the people of communist East Berlin.' We do not know if the people of East Berlin were aware of this speech or what its impact was. There was strict censorship in East Berlin and Honecker, leader of East Germany, was unwilling to introduce reforms
- Candidates could comment on the tone of the source and its emotional impact. Reagan addresses Gorbachev directly: 'General Secretary Gorbachev, if you want peace ... come here to Berlin Mr Gorbachev and tear down this wall.' Wider context could include reference to Reagan's 'Evil Empire' speech and his actions on SDI to analyse the reliability of

- the author and its impact
 - Candidates could use their own knowledge to describe the problems faced by the East German government and other issues that led to the collapse of the Berlin Wall in 1989. Candidates could use outside knowledge on Gorbachev's actions that undermined the East German government and its ability to secure the Berlin Wall
 - 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 1987, it cannot give a complete account of the reasons for the collapse of communist control in Berlin as that did not happen until two years later.
- Any other valid point [9]

- (d) "Between 1950 and 1989 the USSR's policies and actions over the city of Berlin were a failure."

Using **Sources A, B, C and D** and **your own knowledge**, explain whether you agree with this interpretation of the policies and actions of the USSR towards Berlin between 1950 and 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 analyses the success or failure of the policies and actions of the USSR over the city of Berlin. 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 impact of the policies and actions of the USSR over the city of Berlin between 1950 and 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 impact of the policies and actions of the USSR over the city of Berlin between 1950 and 1989 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:

- Candidates may agree with the interpretation in the statement as Source A suggests that the actions of the USSR in building the Berlin Wall in 1961 were a desperate attempt to prevent the collapse of communist control over East Berlin and East Germany. It is an extract from a history textbook written in 2009. It provides an accurate factual account of the problems faced by the USSR and the government of East Germany in the 1950s, when the numbers using West Berlin as a way of moving to the west destabilised the economy and society in East Germany. It deals with the failure to achieve a compromise and explains Khrushchev's decision to build a wall and the impact of this
- However, candidates may make the point that Source A does recognise the positive impact of the wall on East Germany and the big reduction in numbers moving to the West. This suggests that USSR policy was not a failure. This source provides a well-researched account of events and was written nearly fifty years after the building of the wall. This historian is able to assess both the positive and negative aspects of the actions of the USSR up to 1961 in an objective way as he was writing after the end of the Cold War
- Source B totally disagrees that USSR policy and actions in regard to Berlin were a failure. It is the view of Nikita Khrushchev in his autobiography published in 1970, during the Cold War. Khrushchev was the Russian leader who ordered the building of the Berlin Wall in 1961. Khrushchev focuses only on the positive aspects of the wall. He does not refer to building the wall as an act of desperation but as an action which 'improved things at once'
- Source B describes the background to building the wall only from the Russian and East German perspective. Khrushchev says that the USA was 'using West Berlin to spy on us.' He blames the USA for refusing to compromise over Berlin and accuses it of wanting to 'damage the economy of East Germany.' Source B only gives the Russian viewpoint and sees the Berlin Wall as an action which 'improved things at once.' Candidates may use their own knowledge to explain that Source B omits any reference to the negative impact of the wall on the people of Berlin
- Source C totally agrees that the Berlin Wall has failed in its aim. It is an extract from a speech by the American President Reagan on a visit to West Berlin in 1987. He was a strong opponent of communism and called the USSR 'the evil empire.' This source provides an American viewpoint on the Berlin Wall in the 1980s and shows no understanding of the USSR's fears

about its security. This source views the wall as something that ‘surrounds the free sectors of this city (Berlin)’. The weakness of the source lies in its authorship and the lack of an objective viewpoint. It provides the view of a key politician whose actions helped end the Cold War and bring about the collapse of the Berlin Wall

- Source C sees the wall as a failure and calls on Gorbachev to ‘tear down this wall.’ Candidates could use their own knowledge to explain the actions of President Reagan in changing superpower relations in the 1980s
- Source D agrees that the policies and actions of the USSR in keeping communist control in the city of Berlin are a failure. Source D is by an American cartoonist published in 2009, twenty years after the collapse of the wall. This cartoon emphasises the central part played by President Reagan in the collapse of the Berlin Wall. It is a visual source depicting a broken wall with an imprint of President Reagan’s foot, a reference to the part played by President Reagan in the collapse of the wall. Source D suggests that its collapse was due to Reagan’s actions and therefore interprets it as a failure for the USSR
- Source D takes this view because it was published in an internet blog and has an American viewpoint. The source provides an interpretation twenty years after the Berlin Wall collapsed and the end of the Cold War. It reflects the American view that the collapse of the Berlin Wall was a positive development in the collapse of communist control over Eastern Europe. The weakness of this view is the lack of written context to explain Reagan’s role and the omission of other central reasons, for example the actions and policies of Gorbachev and the East German authorities in November 1989.

Any other valid point

[15]

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Section A

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Section B

Any **one** question from this section.

In **both** questions a maximum of **5 additional marks** is available for the use of spelling, punctuation and the accurate use of grammar.

2 Explain how relations changed between the USA and the USSR as a result of the USSR's actions in Eastern Europe, 1945 to 1960.

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 relations changed between the USA and the USSR as a result of the USSR's actions in Eastern Europe, 1945 to 1960. 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 relations changed between the USA and the USSR as a result of the USSR's actions in Eastern Europe, 1945 to 1960. 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 relations changed in the period indicated. 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 relations changed between the USA and the USSR as a result of the USSR's actions in Eastern Europe, 1945 to 1960. Answers will demonstrate a sound understanding and provide a detailed explanation of how relations between the two superpowers changed in this period. 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:

Actions of the USSR in Eastern Europe, 1945–1947, and US response

- The USA and the USSR were on the same side in World War Two but tensions emerged at Yalta in February 1945, especially over the future of Germany and Eastern Europe. The alliance of convenience was already breaking down. At Potsdam in July 1945, Germany was divided into four zones and Berlin, the capital situated over 100 miles inside the Russian zone, was divided into four sectors
- The Red Army remained in Eastern Europe and Stalin used ruthless tactics such as rigging elections, intimidation and killing political opponents to ensure that communist governments loyal to the USSR controlled the countries of Eastern Europe. President Truman, who had begun withdrawing US troops from Europe, believed that the USSR was trying to spread communism. Relations deteriorated in the period after 1945.

The Truman Doctrine and Marshall Aid

- In 1947, Britain, which had been supporting Greek nationalists in their struggle with Greek communists, announced that they could no longer afford this support and asked the USA to step in. Truman went to Congress and in a famous speech which became known as the Truman Doctrine, committed the USA to a new policy, the containment of communism. Congress supported him and released \$400 million which helped end the communist threat in Greece
- The Marshall Plan was developed soon afterwards. It provided Europe with \$13 billion for economic reconstruction. The western zones of Germany and Berlin prospered under the Marshall Plan. The USSR regarded the Marshall Plan as ‘dollar imperialism’. The Truman Doctrine and Marshall Plan worsened relations between the USA and the USSR and contributed to the development of the Cold War.

Development of the Cold War, 1948–1960

- As the Cold War developed, the USSR feared that the West would use its sectors in Berlin for spying and to undermine Soviet control. In response to currency reforms and the effects of the Marshall Plan, Stalin blocked off all road and railway links from West Germany to the western zones of Berlin in June 1948. The USA responded with the Berlin Airlift, supplying the two million people in 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. Berlin was the first flashpoint of the Cold War and it made relations between the superpowers even worse
- Khrushchev succeeded Stalin after his death in 1953 and there was a brief thaw in the Cold War. However, in 1956, the USSR’s actions in brutally crushing the Hungarian Uprising were criticised by the USA. Berlin also remained an area of tension as, during the 1950s, over two million East Germans used West Berlin as an escape route to the ‘Golden West’. Khrushchev was determined to force the Western allies out of Berlin. The USA was determined to stay. So, at the end of this period, tensions remained high.

Any other valid point

[16] and [SPaG 5]

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

3 Why did the USA try to prevent the spread of 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 prevent the spread of 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 prevent the spread of 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 prevent the spread of 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 prevent the spread of 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 prevent the spread of 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 Domino Theory

- In 1949, China fell under communist control despite the support given to Chinese nationalists by the USA. In 1950 communist USSR and China signed a Treaty of Friendship. Many in the USA believed that the USSR intended to spread communism throughout Asia and Cold War tensions shifted to Asia
- Belief in the Domino Theory influenced the actions of American politicians towards Asia between 1949 and 1965. They believed that the small Asian

countries were helpless to withstand the power of China and the USSR and only intervention by the USA could prevent the fall of all of Asia to communism.

The USA and Korea

- Korea was divided along the 38th parallel. North Korea was ruled by Kim Il Sung, a communist, and South Korea by Syngman Rhee, who was supported by the USA. 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. South Korea was in danger and the US feared a communist takeover of Asia
- Truman believed that Stalin had ordered Kim Il Sung to invade to help the USSR to increase its sphere of influence in Asia. He asked the United Nations (UN) to defend the government of South Korea from the communist threat. The USSR was boycotting the UN at this time so Truman won support for UN involvement in Korea.

The USA and Vietnam: Containment and the Domino Theory

- Between 1950 and 1954 the US government gave \$1.4 billion to France in a war against the communist Viet Minh, led by Ho Chi Minh. The French defeat at Dien Bien Phu in 1954 increased American concern about Vietnam. Vietnam became divided along Cold War lines: communist North Vietnam and non-communist South Vietnam. The USA saw South Vietnam as ‘the cornerstone of the free world in South East Asia’. Indirect help, including 16 000 military advisers and \$3 billion, was given to the government of President Diem to fight against the Viet Cong. However, when President Diem was killed in November 1963, the Viet Cong controlled 60% of the country
- President Johnson wanted to increase support to South Vietnam. The Gulf of Tonkin incident, August 1964, provided a reason for direct US involvement. There was anger in the USA and President Johnson stated his determination not to lose South Vietnam when he said ‘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 US combat troops into Vietnam in 1965.

Any other valid point.

[16] and [SPaG 5]

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.

		AVAILABLE MARKS
[5]		16
SPaG		5
Section B		21
Total Paper Marks		55

