



**General Certificate of Education
June 2011**

AS History 1041

HIS2Q

Unit 2Q

The USA and Vietnam, 1961–1975

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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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Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level candidates. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Candidates who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Candidates who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which candidates meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a candidate performing at the highest AS level is already well prepared for the demands of A2.

CRITERIA FOR MARKING GCE HISTORY:**AS EXAMINATION PAPERS****General Guidance for Examiners (to accompany Level Descriptors)**

Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that candidates might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other candidates' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Candidates should never be doubly penalised. If a candidate with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a candidate with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

June 2011

GCE AS History Unit 2: Historical Issues: Periods of Change

HIS2Q: The USA and Vietnam, 1961–1975

Question 1

01 Use **Sources A** and **B** and your own knowledge.

Explain how far the views in **Source B** differ from those in **Source A** in relation to the Vietcong in South Vietnam. (12 marks)

Target: AO2(a)

Levels Mark Scheme

	Nothing written worthy of credit.	0
L1:	Answers will either briefly paraphrase/describe the content of the two sources or identify simple comparison(s) between the sources. Skills of written communication will be weak.	1-2
L2:	Responses will compare the views expressed in the two sources and identify some differences and/or similarities. There may be some limited own knowledge. Answers will be coherent but weakly expressed.	3-6
L3:	Responses will compare the views expressed in the two sources, identifying differences and similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed.	7-9
L4:	Responses will make a developed comparison between the views expressed in the two sources and will apply own knowledge to evaluate and to demonstrate a good contextual understanding. Answers will, for the most part, show good skills of written communication.	10-12

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the levels scheme.

Candidates will need to identify differences between the views of the two sources. For example:

- according to Source A the VC used some terror and ruthlessness to maintain the support of the people. On the other hand, Source B suggests that the VC were popular because of its aims, i.e. ending South Vietnam's role as an 'American puppet'
- Source B has the 'vast majority of villagers supporting the VC', while Source A refers to 'unfriendly' people and '3000 bodies' as a result of opposition to the VC

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- Source B partly uses nationalism as a reason for popularity. Source A only refers to reforms based on land rather than making any reference to nationalism or any political motive.

Candidates will need to apply their own knowledge of context to explain these differences. They might, for example, refer to:

- the failure of the TET Offensive to harness mass popular backing amongst the South Vietnamese peasantry. The plan had been to massively supplement VC numbers against the Americans as the Offensive developed
- many in the VC were nationalists first and communists second. This often led to mixed messages reaching the peasants
- the VC did promote programmes which appealed to the rural peasantry. Government policies such as the Strategic Hamlets programme did little other than alienate South Vietnamese peasants, both culturally and economically.

To address 'how far', candidates should also indicate some similarity between the sources. For example:

- both confirm that the VC were popular. Source A refers to it being 'effective at winning the hearts and minds'. Source B mentions that the movement 'was deeply entrenched' amongst the South Vietnamese peasants
- Source A refers to the fairer land distribution schemes offered by the VC while Source B also refers to 'benefits to villagers'.

In making a judgement about the degree of difference, candidates may conclude that the vast majority of South Vietnamese peasants were wholeheartedly behind the Vietcong. This was largely through the popular policies that the Vietcong delivered. Consideration may also be given to the idea that this support was not total and the VC did have to resort to terrorism to ensure total compliance.

Question 1**02** Use **Sources A, B and C** and your own knowledge.

How important was North Vietnamese logistical support to the military struggle against the USA and the South Vietnamese government? (24 marks)

Target: AO1(b), AO2(a), AO2(b)

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may be based on sources or on own knowledge alone, or they may comprise an undeveloped mixture of the two. They may contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers may be based on sources or on own knowledge alone, or they may contain a mixture of the two. They may be almost entirely descriptive with few explicit links to the focus of the question. Alternatively, they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question using evidence from **both** the sources **and** own knowledge. They will provide some assessment backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence from the sources and own knowledge, and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence from the sources and own knowledge, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Candidates should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

Candidates should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A:** this suggests that the VC could not rely fully on South Vietnamese peasants, therefore logistical support from the north was essential to help them
- **Source B:** similarly, candidates may suggest that this source shows how effective the VC were in terms of their propaganda message and the practical steps they took to win the support of the people. They may conclude that the logistical support was a secondary matter in terms of winning the backing of the mass of the people
- **Source C:** this source gives very clear and very specific details about the scale of the logistical support and the proactive stance taken by the North Vietnamese. Candidates may suggest that a protracted war could not be maintained without this tangible aid.

From candidates' own knowledge:

Factors suggesting the logistical was significant might include:

- reference to the scale of the Tet Offensive and how this would not have been possible without continuous aid from the North
- after Tet, the North assumed a more direct role in the fighting and replaced the VC as the primary protagonists
- the VC was dependent on this logistical aid. The North had support from China and to some extent from the USSR. This was passed on to the VC to enable them to continue a guerrilla warfare campaign.

Factors suggesting [*other factors/alternative view*] might include:

- details of US tactics could be developed, e.g. the use of Agent Orange and the US defoliation programme
- reference could be made to the cultural links between the VC and the rural South Vietnamese peasantry. These people would have continued opposition regardless of the scale of military aid from the North
- once Nixon introduced Vietnamisation there was a chance to beat the Americans. This opened up huge propaganda opportunities
- details of the moves towards a diplomatic solution rather than militarism could also be developed to suggest there was an incentive to continue the struggle.

Good answers may conclude that ultimately the logistical support was crucial in bringing the conflict to an earlier end than would otherwise have been the case. However, the commitment of the South Vietnamese was central and this was not generated simply through logistical aid from the North.

Question 2

- 03** Explain why President Kennedy increased the number of US military advisers in South Vietnam in 1961. (12 marks)

Target: AO1(a), AO1(b)

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why President Kennedy sent US military advisers to South Vietnam in 1961.

Candidates might include some of the following factors:

- they offered military support and assistance in the training of the South Vietnamese Army
- they were able to assist in Kennedy's chosen strategy of counter-insurgency
- Kennedy was not fully committed to sending significant numbers of US ground troops. This was partly a measure of his indecisiveness, particularly after the Bay of Pigs debacle
- Kennedy was advised that US ground troops were unnecessary. The strategy should be to build up the South Vietnamese army

OR Candidates may refer to some of the following long-term and short term factors:

- Kennedy did not inherit a military strategy in Vietnam from Eisenhower
- the military threat to the South from the North had only really become significant at the point of Kennedy's election as US President.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given.

Question 2

- 04** 'President Kennedy was determined not to withdraw from South Vietnam.'
Explain why you agree or disagree with this view. (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Candidates should be able to make a judgement by balancing evidence which supports the view given against that which does not.

Evidence which agree(s) might include:

- Kennedy did not want to leave South Vietnam without first achieving a victory in the presidential election. He had to be seen to be taking a robust stand against communism in order to minimise criticism from the Republicans
- diplomacy could only be entered into when the US and the South Vietnamese were in a strong enough position to dictate the terms. This was seen as the best route to achieve a permanent solution
- he rejected peace proposals submitted by the French President, General de Gaulle, because he suspected de Gaulle of adopting an anti-American stance
- South Vietnam was unable to defend itself successfully. It was politically and economically unstable and its military forces were not strong
- while the US was in South Vietnam it could influence outcomes. Outside it could do little
- Kennedy saw South Vietnam as the corner stone of democracy in SE Asia. For the US to withdraw would have placed the whole region at risk.

Evidence which disagree(s) might include:

- Kennedy knew the struggle against insurgency was going badly. He was inclined to withdraw before the US became locked in a conflict it could not win
- early in May 1963 Kennedy and some of his advisers were planning a phased withdrawal of US troops
- the cost of offering economic aid to strengthen the South Vietnamese Army was recognised by Kennedy as being cheaper than maintaining and expanding a direct US military presence.

Good answers are likely to/may conclude that although Kennedy seriously considered the withdrawal option the costs of doing so in terms of protecting US vital interests far outweighed the benefits. Kennedy had to stay in order to protect the USA as well as protecting South Vietnam.

Question 3

- 05** Explain why the Vietnam War led to President Johnson's decision not to seek re-election in 1968.

*(12 marks)**Target: AO1(a), AO1(b)***Levels Mark Scheme**

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why Johnson decided to step down as President and not seek re-election.

Candidates might include some of the following factors:

- he lost confidence in his ability to lead the USA to victory
- his health began to deteriorate due to the pressures caused by the war
- his closest advisers began to support withdrawal. He lost faith in these people and he felt disillusioned by their change of position
- he was unwilling to admit his policies had failed.

OR Candidates may refer to some of the following long-term factors:

- the military failure in Vietnam. His strategy had failed to achieve the military success he had confidently assumed would happen

- the VC and the North Vietnamese had proven to be a greater enemy than Johnson had anticipated.

And some of the following short-term/immediate factors:

- the Tet Offensive took him by surprise and convinced him that the USA could not win militarily
- his Republican opponents had an alternative strategy which seemed to be likely to succeed.

To reach higher levels, candidates will need to show an ability to combine these, and possibly other factors, into a coherent explanation.

Question 3

- 06** 'Pressure from anti-war protesters from 1970 persuaded President Nixon to withdraw from South Vietnam.'

Explain why you agree or disagree with this view.

(24 marks)

Target: AO1(a), AO1(b), AO2(b)

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
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- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Candidates should be able to make a judgement by balancing points which agree with the view that it was popular anti-war protest, more than any other factor, that influenced Nixon to support the idea that the USA should withdraw from entanglement in Vietnam.

Points/factors/evidence which agree(s) might include:

- popular anti-war protest had been going on from the beginning of the war and it had become widespread and developed
- Nixon's own political future depended upon retaining popular support. Above all else Nixon was a political survivor
- the media, mainly the press and TV, played in key role in supporting the anti-war protest
- Vietnam veterans also adopted a keen anti-war stance which could have been politically damaging for Nixon.

Points/factors/evidence which disagree(s) might include:

- the decision was very much influenced by the impact the Tet Offensive had on Nixon and his closest advisers
- the long term failure of the US military strategies in Vietnam convinced Nixon that a military victory was impossible
- he supported the idea of a diplomatic solution, particularly in the newly developing international atmosphere of détente.

Good answers may conclude that although the anti-war protest movement was influential Nixon was driven primarily by a determination not to be the President who lost the war.

Converting marks into UMS marks

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator: www.aqa.org.uk/umsconversion