



Mark Scheme (Results)

Summer 2022

Pearson Edexcel International Advanced  
A Level in History (WHI04/1C)

Paper 4: International Study with  
Historical Interpretations

Option 1C: The World Divided:  
Superpower Relations, 1943-90

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the **candidate's response** is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a **candidate's response, the team leader must be consulted.**
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## Generic Level Descriptors for Paper 4

## Section A

Targets: AO1 (5 marks): 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.

AO3 (20 marks): Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	<ul style="list-style-type: none"> <li>• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate.</li> <li>• Some accurate and relevant knowledge is included and presented as information, rather than being linked with the extracts.</li> <li>• Judgement on the view is assertive, with little supporting evidence.</li> </ul>
2	5-8	<ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate.</li> <li>• Mostly accurate knowledge is included, but lacks range or depth. It is added to information from the extracts, but mainly to expand on matters of detail or to note some aspects which are not included.</li> <li>• A judgement on the view is given with limited support, but the criteria for judgement are left implicit.</li> </ul>
3	9-14	<ul style="list-style-type: none"> <li>• Demonstrates understanding and some analysis of the extracts by selecting and explaining some key points of interpretation they contain and indicating differences.</li> <li>• Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts.</li> <li>• Attempts are made to establish criteria for judgement and discussion of the extracts is attempted. A judgement is given, although with limited substantiation, and is related to some key points of view in the extracts.</li> </ul>
4	15–20	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by a comparison of them.</li> <li>• Sufficient knowledge is deployed to explore most of the relevant aspects of the debate, although treatment of some aspects may lack depth. Integrates issues raised by extracts with those from own knowledge.</li> <li>• Valid criteria by which the view can be judged are established and applied and the evidence provided in the extracts discussed in the process of coming to a substantiated overall judgement, although treatment of the extracts may be uneven. Demonstrates understanding that the issues are matters of interpretation.</li> </ul>

5	21–25	<ul style="list-style-type: none"><li>• Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors.</li><li>• Sufficient knowledge is precisely selected and deployed to explore fully the matter under debate. Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments.</li><li>• A sustained evaluative argument is presented, applying valid criteria and reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.</li></ul>
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## Section B

Target: AO1 (25 marks): 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.

Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
2	5-8	<ul style="list-style-type: none"> <li>• There is some analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question.</li> <li>• Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited support and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
3	9-14	<ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although some mainly descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence or precision.</li> </ul>
4	15-20	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence or precision.</li> </ul>

5	21–25	<ul style="list-style-type: none"><li>• Key issues relevant to the question are explored by a sustained analysis and discussion of the relationships between key features of the period.</li><li>• Sufficient knowledge is precisely selected and deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li><li>• Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.</li><li>• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li></ul>
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## Section A: Indicative content

## Option 1C: The World Divided: Superpower Relations, 1943-90

Question	Indicative content
1	<p>Answers will be credited <b>according to candidates' deployment of material in</b> relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates are expected to use the extracts and their own knowledge to consider the views presented in the extracts. Reference to the works of named historians is not expected, but candidates <b>may consider historians' viewpoints in framing</b> their argument.</p> <p>Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that, in the years 1946-47, the development of US Cold War policies was influenced mainly by economic factors.</p> <p>In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include:</p> <p>Extract 1</p> <ul style="list-style-type: none"> <li>• In 1946, the US government began to be concerned about the future of the American economy, particularly if Europe was unable to provide a future market</li> <li>• In early 1947, in the wake of Britain's decision to withdraw its own support, economic factors were crucial in the US decision to support Turkey and Greece in its stead</li> <li>• In a prelude to the Truman Doctrine speech, President Truman stated candidly that if market-led economies could not be developed globally at the expense of planned economies then an economic depression was likely</li> <li>• Truman's speech outlined the economic reasoning for the introduction of the Truman Doctrine.</li> </ul> <p>Extract 2</p> <ul style="list-style-type: none"> <li>• By 1947, global politics was dominated by two competing ideologies linked both to ideas and geopolitical standing</li> <li>• In his speech of March 1947, Truman made it clear that failure to aid Greece and Turkey would have widespread political consequences far beyond Europe</li> <li>• Truman saw the situation in Greece and Turkey as an opportunity to proclaim an American mission to lead and fight for the 'Free' world</li> <li>• From 1947, US Cold War policy – including the Truman Doctrine, the Marshall Plan and Containment - was focused on defending democracy and preventing its allies becoming communist.</li> </ul> <p>Candidates should relate their own knowledge to the material in the extracts to support the view that, in the years 1946-47, the development of US Cold War policies was influenced mainly by economic factors. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• US policies developed to enable it to continue the economic transformation begun during the war; the US needed to ensure a strong post-war Europe as its peace-time market for its consumer exports</li> <li>• Europe had been devastated by the war but in both the west and east money for rebuilding was scarce; the US saw this an opportunity to both spread its influence in Europe and guarantee its own markets</li> <li>• Truman and his Secretary of State saw the situation in Greece and Turkey as more of an economic than ideological opportunity; the Truman Doctrine speech to Congress was couched in ideological terms to win votes</li> <li>• The Marshall Plan was designed to provide economic aid to all areas of Europe affected by the war; \$17 million was made available and 70% was spent on goods from US suppliers.</li> </ul>



Question	Indicative content
	<p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that, in the years 1946-47, the development of US Cold War policies was influenced mainly by economic factors. Relevant points may include:</p> <ul style="list-style-type: none"><li data-bbox="347 365 1385 456">• The post-Second World War fracturing of the Grand Alliance saw Truman determined to address the potential threat of the global spread of communism</li><li data-bbox="347 465 1394 557">• The Truman Doctrine as outlined on 12 March 1947 was an ideological statement of intent by US policy makers to uphold the rights of sovereign states and to support states threatened by communist aggression</li><li data-bbox="347 566 1353 658">• The Marshall Plan was as ideological as it was economic in its aims; US policy-makers believed that aid would undermine the threat posed by communism by offering a capitalist solution to post-war problems</li><li data-bbox="347 667 1315 745">• From 1946, in response to Keenan's 'Long Telegram', the US State Department began to formulate a policy of containment designed to prevent further communist expansion globally.</li></ul>

## Section B: Indicative content

## Option 1C: The World Divided: Superpower Relations, 1943-90

Question	Indicative content
2	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the extent to which détente between the superpowers was maintained in the 1970s.</p> <p>Arguments and evidence that détente between the superpowers was maintained in the 1970s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The superpowers maintained a general commitment to lessen the risk of nuclear confrontation and to limit the increase of nuclear weapons, e.g. SALT 1 and negotiations for SALT 2</li> <li>• The USA developed positive diplomatic relations with both China and the USSR, e.g. Nixon's ground-breaking visits to China (1972) and the USSR (1972 and 1974), Brezhnev's visit to Washington (1973)</li> <li>• The lessening of tensions in Europe over Germany (<i>Ostpolitik</i>) and Asia over Vietnam (the Nixon Doctrine) in the early 1970s contributed to an atmosphere of détente for the majority of the rest of the decade</li> <li>• There was significant US-Sino and US-Soviet co-operation, e.g. cultural and sporting visits, such the US table tennis tours to China (1971), and scientific ventures, such as the Apollo-Soyuz Test Project (1975)</li> <li>• For the majority of the 1970s, US-Soviet relations were maintained with little suggestion of confrontation, e.g. trade and economic agreements over grain exports to the USSR, the Helsinki Agreements.</li> </ul> <p>Arguments and evidence that détente between the superpowers was not maintained in the 1970s should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The superpowers continued to develop and deploy nuclear weaponry throughout the 1970s, e.g. American nuclear warheads on US submarines in the Atlantic, Chinese ICBMs, Russian IRBMs</li> <li>• Negotiation and agreements were not always followed through or adhered to, e.g. Soviet disregard for the Helsinki Agreements in Eastern Europe, the limited scope of the SALT 1 treaty</li> <li>• 'War by proxy' was a key feature of the period, with the superpowers using conflict in developing areas in the world to further their ideological and economic aims and ambitions, e.g. Africa, South America</li> <li>• Tensions remained throughout the period and the possibility of conflict was never far from the surface, e.g. NATO and Warsaw Pact exercises were often the cause of tension, the 1979 computer glitch at NORAD</li> <li>• By the end of 1979, there were clear indications that détente was under strain, e.g. problems with SALT 2 and the Soviet invasion of Afghanistan.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
3	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether the most significant factor in heightening Cold War tensions in the early 1980s was the deployment of new missile systems in Europe.</p> <p>Arguments and evidence that the deployment of new missile systems in Europe was the most significant factor in heightening Cold War tensions in the early 1980s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Soviet deployment of a new range of short-range and intermediate-range battlefield nuclear weapons in the very early 1980s fundamentally altered the military balance in Europe leading to heightened mistrust</li> <li>• Missile deployment by both sides increased alert levels leading to an atmosphere of general apprehension and the potential for an accidental nuclear exchange, e.g. Soviet response to NATO exercise '<b>Able Archer 83</b>'</li> <li>• The deployment of missiles in Western Europe, e.g. Cruise missiles in the UK, led to mass civilian protests creating an atmosphere of uncertainty in the West that had the potential to be exploited by the Soviets</li> <li>• Pershing II missiles deployed in West Germany in 1983 particularly created fear amongst the Soviet leadership, resulting in an atmosphere of paranoia in their relations with the US.</li> </ul> <p>Arguments and evidence that there were other factors responsible for the heightening of Cold War tensions in the early 1980s in Europe should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• New leaders in the West; Reagan in the USA and Thatcher in Britain, were more inclined to challenge the détente of the 1970s</li> <li>• Reagan's attempted development of SDI alarmed the Soviet leadership</li> <li>• Growing tensions in the communist states of Eastern Europe, e.g. the creation of Solidarity in Poland, increased access to western culture</li> <li>• Soviet actions and policies: the impact of the Soviet invasion of Afghanistan, Soviet support for the Polish government, the shooting down of a Korean Airlines passenger flight, a more inflexible foreign policy</li> <li>• The influence of Pope John Paul II; originally from Poland, John Paul II used his global presence to draw attention to human and civil rights issues in Poland and the communist Eastern bloc</li> <li>• Throughout the early 1980s, communication and negotiations between the USA and USSR took place to attempt to limit the number of nuclear missiles in Europe.</li> </ul> <p>Other relevant material must be credited.</p>

