



Pearson

Mark Scheme (Results)

January 2018

Pearson International Advanced Level
In History

WHI04: International Study with Historical
Interpretations

Option 1D: The Cold War and Hot War in Asia,
1945 – 90

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General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- 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.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the **candidate's response is not worthy of credit according to the mark scheme.**
- **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.

How to award marks

Finding the right level

The first stage is to decide which level the answer should be placed in. **To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer.** Answers can display characteristics from more than one level, and where this happens markers must use their professional judgement to decide which level is most appropriate.

Placing a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

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"> • Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. • Some accurate and relevant knowledge is included and presented as information, rather than being linked with the extracts. • Judgement on the view is assertive, with little supporting evidence.
2	5–8	<ul style="list-style-type: none"> • Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. • 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. • A judgement on the view is given with limited support, but the criteria for judgement are left implicit.
3	9–14	<ul style="list-style-type: none"> • Demonstrates understanding and some analysis of the extracts by selecting and explaining some key points of interpretation they contain and indicating differences. • Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. • 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.

Level	Mark	Descriptor
4	15–20	<ul style="list-style-type: none"> • Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by a comparison of them. • 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. • 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.
5	21–25	<ul style="list-style-type: none"> • Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors. • 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. • 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.

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"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–8	<ul style="list-style-type: none"> • 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. • 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. • An overall judgement is given but with limited support and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	9–14	<ul style="list-style-type: none"> • 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. • 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. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence or precision.

Level	Mark	Descriptor
4	15–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • 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. • 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.
5	21–25	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by a sustained analysis and discussion of the relationships between key features of the period. • 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. • 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. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: Indicative Content

Option 1D: The Cold War and Hot War in Asia, 1945-90

Question	Indicative content
1	<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. 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 may consider historians' viewpoints in framing their argument.</p> <p>Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that China's participation in the Korean War improved its standing in the world.</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"> • The Korean War transformed the Chinese army into a modern fighting force capable of challenging Western forces.. • China's performance gained it prestige in the Far East and internationally at the expense of the USA • Participation in the war raised China's status with regard to the spread of Communist ideas internationally, e.g. support from neutralist India. • At the peace negotiations, the acceptance by the West of the status quo legitimised China's intervention in the Korean War. <p>Extract 2</p> <ul style="list-style-type: none"> • China faced diplomatic isolation as a result of the war; the US increased its commitment to the support of Taiwan and the UN to acknowledge Taiwan as China in international affairs. • China experienced vast economic and human loss as result of the war. • China's need for military supplies increased its reliance on the Soviet Union, and it felt unappreciated by the 'communist world'. <p>Candidates should relate their own knowledge to the material in the extracts to support the view that China's participation in the Korean War improved its standing in the world. Relevant points may include:</p> <ul style="list-style-type: none"> • In 1950 Chinese forces launched a counteroffensive against the US/UN invasion of North Korea resulting in a humiliating retreat back across the 38th parallel • President Truman was unwilling to attack China directly and the military stalemate, which developed in 1951, resulted in the US having to engage in peace negotiations with a Communist nation it considered hostile • China's willingness to intervene on behalf of North Korea opened up a new avenue of support for socialist-inspired independence movements and

Question	Indicative content
	<p data-bbox="469 266 1318 293">newly independent nations, e.g. Vietnam, Malaya, North Africa</p> <ul data-bbox="424 315 1469 409" style="list-style-type: none"> • Chinese intervention made it clear to the Western powers that it had the potential to be a superpower, forcing the US to make a clear commitment to its allies in Asia and encouraging the creation of SEATO. <p data-bbox="373 427 1477 521">Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that China's participation in the Korean War improved its standing in the world. Relevant points may include:</p> <ul data-bbox="424 544 1485 972" style="list-style-type: none"> • President Truman's dispatch of the Seventh Fleet to the Taiwan Strait during the war, and subsequent US military and economic aid agreements, significantly undermined China's ability to reclaim Taiwan • China's ability to provide financial support for nationalist movements in South East Asia, South America and Africa, was significantly undermined by the economic cost of the war • Soviet insistence that China keep to the agreements of the 1950 Sino-Soviet agreement, kept China dependent on the USSR, e.g. the repayment of a \$300 million loan, payment for the upkeep of 10,000 Soviet advisers • Stalin may have purposefully attempted to prolong the ceasefire negotiations in order to exhaust China, so preventing China from taking advantage of any international prestige gained by its entry into the war.

Section B: Indicative Content

Option 1D: The Cold War and Hot War in Asia, 1945-90

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 how far the involvement of Western powers in South East Asia, in the years 1945-63, can be explained by their fear of communism.</p> <p>Arguments and evidence that the involvement of Western powers in South East Asia, in the years 1945-63, can be explained by their fear of communism should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The conflicts in Vietnam (1946-54) and Malaysia (1948-60) were the result of a military response by the controlling European powers to the actions of communist opposition groups • The wider development of the Cold War saw the USA pursue a policy of 'containment' which committed the West to the defence of South East Asia • The communist victory in China, in 1949, posed a specific geo-political communist threat to Western influence in South East Asia, which remained constant until 1963 and beyond • The lack of British support of Western-style democracy for an independent Malaysia, and the French reluctance to hold democratic elections in Vietnam can both be explained by a fear of the popular support for communism • After the withdrawal of the French from Vietnam, the willingness of the USA to uphold the power of the South Vietnamese governments, can be explained by a belief in the 'domino theory'. <p>Arguments and evidence that the involvement of Western powers in South East Asia, in the years 1945-63, can explained by other factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The involvement of the French and the British, in the early part of the period, was as a direct consequence of the Second World War and the need to respond to the situation created by the defeat of the Japanese • The conflicts in Vietnam and Malaysia broke out as a result of the specific threats to French and British control, and the specific nature of the support for independence, in each area • Western involvement can be explained by the desire to protect economic assets (e.g. British corporate interests in Malaya) and develop new markets after the Second World War • Increasing US involvement from the 1950s onwards was due to the US desire to increase its influence and self-interest in the Pacific geo-political

	<p>region.</p> <p>Other relevant material must be credited.</p>
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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 how significant the impact of US President Nixon's policy of Vietnamisation was for the eventual success of the North Vietnamese in South Vietnam in the years 1973-75.</p> <p>Arguments and evidence that the impact of US President Nixon's policy of Vietnamisation was significant for the eventual success of the North Vietnamese in South Vietnam in the years 1973-75 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The withdrawal of US ground troops allowed the North Vietnamese to take advantage resulting in advances into the South by the NVA; despite some setbacks NVA troops remained in the South until the eventual takeover • Increased training and provision of advanced equipment by the US failed to improve the fighting ability of the ARVN, resulting in an inability to defend the South once the US withdrew completely in 1973 • In 1971 the failure of an ARVN 'Vietnamisation-inspired' offensive against communist forces in Laos, reinforced a belief in the North that the South was incapable of winning a war against the NVA • Nixon's commitment to, and rapid implementation of Vietnamisation, signalled a move away from previous US policy so encouraging the North to negotiate a ceasefire in 1973, of which they later took advantage. <p>Arguments and evidence that the impact of US President Nixon's policy of Vietnamisation was not significant/of limited significance for the eventual success of the North Vietnamese in South Vietnam in the years 1973-75 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • It was terms of the 1973 ceasefire that allowed North Vietnam to continue in its efforts to take over South Vietnam, e.g. the NVA were allowed to stay in the areas they controlled in the South • It was the complete military withdrawal of the US in 1973, and the reluctance to honour a secret promise to provide future air support for the South if necessary, which left the South open to advances from the North • Vietnamisation was only one of a number of US policies and actions that weakened the ability of the South to defend itself after the 1973 ceasefire, e.g. the failure of 'hearts and minds' policies • The strength of North Vietnam was more significant; from 1973 North Vietnam took advantage of its disciplined army, support in the South for

	<p>the Vietcong and a favourable deal negotiated in the Paris peace talks</p> <ul style="list-style-type: none">• After the 1973 ceasefire, political instability and economic problems under General Thieu meant that South Vietnam was unable to resist North Vietnamese advances. <p>Other relevant material must be credited.</p>
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