

Mark Scheme (Results)

January 2023

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

Paper 4: International Study with 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 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> <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> <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> <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> <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>

	<ul> <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> </ul>
5 21-2	<ul> <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> </ul>
	<ul> <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>

## **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
Level		
	0	No rewardable material
1	1-4	Simple or generalised statements are made about the topic.
		<ul> <li>Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> </ul>
		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	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.
		<ul> <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> </ul>
		<ul> <li>An overall judgement is given but with limited support and the criteria for judgement are left implicit.</li> </ul>
		The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	9-14	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.
		<ul> <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> </ul>
		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.
4	15-20	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.
		<ul> <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> </ul>
		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	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

Option 1D:	The Cold War and Hot War in Asia, 1945-90
Question	Indicative content
1	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.
	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.
	Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that General MacArthur recklessly disregarded instructions during the advance north of the 38th parallel by UN forces in October-November 1950.
	In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include:
	<ul> <li>Despite limitations put on his actions by the Joint Chiefs, MacArthur interpreted the authorisation to cross the 38<sup>th</sup> parallel as an opportunity to make decisions as he pleased</li> <li>MacArthur differed from the US government in his view of the actions he was allowed to take if China intervened. MacArthur claimed that he had the power to use air strikes against China.</li> <li>MacArthur's behaviour was boastful, and his actions suggested that he felt that he should be left to be in control of the situation</li> <li>Truman's advisers in Washington were concerned about MacArthur's actions, believing that he was more interested in making himself look good than making sensible military decisions</li> <li>MacArthur completely disregarded instructions to use only South Korean forces in operations near the Korean border with China.</li> </ul>
	Extract 2
	<ul> <li>It was Truman action's that allowed MacArthur to disregard the limitations placed on his operations by the UN north of the 38<sup>th</sup> parallel</li> <li>Soon after the move north, civilian government and US military representatives in Washington endorsed an amended instruction that gave MacArthur the right to make decisions should China intervene</li> <li>MacArthur did misjudge the situation and make mistakes, but he did not go beyond his instructions and was encouraged in his actions by the private and public messages given out by President Truman</li> <li>Truman was ultimately responsible for the disastrous events of November 1950, as a result of Truman giving MacArthur the licence to make decisions at his own discretion.</li> </ul>
	Candidates should relate their own knowledge to the material in the extracts to support the view that General MacArthur recklessly disregarded instructions

# Question Indicative content during the advance north of the 38th parallel by UN forces in October-November 1950. Relevant points may include: After the success of the Inchon landings, MacArthur believed that he should have greater control over the command of UN forces in Korea and felt limited by both UN and US government attitudes MacArthur went against military wisdom by splitting his forces in the advance north, making UN forces more vulnerable should China intervene, and promoted amphibious operations that had more show than substance MacArthur believed that the situation in Korea was an opportunity for the US to challenge communist China; he was eager to use US air power to strike into China and voiced some support for a potential nuclear strike In the meeting with Truman at Wake Island, MacArthur claimed that there was no evidence of Chinese intervention, although incursions were already happening, and insisted that operations would be over by Christmas From the start of the advance, MacArthur appears to have had no intention of keeping non-Korean forces away from the Yalu River area, despite the potential for provoking an unwanted reaction from China. Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that General MacArthur recklessly disregarded instructions during the advance north of the 38th parallel by UN forces in October-November 1950. Relevant points may include: MacArthur was not in a position to make definitive policy decisions as he was limited in his command by the UN, the government in Washington and the US Joint Chiefs of Staff The directive given to MacArthur on 8 October was purposefully worded to allow him more operational leeway in North Korea. Truman did not want to be seen as the President who lost both China and Korea to communism MacArthur's intent to drive communism out of North Korea and to unite the Korean peninsular was shared by the Truman government and endorsed by the UN Truman called the meeting at Wake Island because of some concern over MacArthur's actions but did nothing to directly confront MacArthur during the meeting and publicly endorsed MacArthur on his return to the US Truman's public endorsements encouraged MacArthur to continue his operations, so contributing to China's decision officially to join the conflict and the resulting humiliating UN retreat from the Yalu to the 38<sup>th</sup> parallel.

Question	Indicative content
2	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.
	Candidates are expected to reach a judgement on whether, in the years 1945-54, the most significant influence on the development of the Cold War in South-East Asia was the communist victory in China in 1949.
	Arguments and evidence that, in the years 1945-54, the most significant influence on the development of the Cold War in South-East Asia was the communist victory in China in 1949 should be analysed and evaluated. Relevant points may include:
	<ul> <li>Communist victory established the basis for the Asian 'domino theory' of the Western powers; China had fallen to communism and so communism could spread into the bordering countries of South-East Asia</li> </ul>
	<ul> <li>Communist China viewed the interests of the Western powers in South- East Asia as an ideological and physical threat to the newly created nation and so China was determined to defend its position</li> </ul>
	<ul> <li>Communist victory brought the prospect of a Sino-Soviet alliance dedicated to the global advancement of communism, making Western powers determined to defend their post-1945 interests in South-East Asia</li> </ul>
	In their victory, the Chinese Communists had emphasised winning over the 'hearts and minds' of the peasanty, which was attractive to the independence movements in South-East Asia challenging imperial rule
	<ul> <li>Communist China, almost immediately, began to provide military aid to the Viet Minh in Vietnam, and Chinese communist leaders had long- standing personal and political links to the Viet Minh leader, Ho Chi Minh.</li> </ul>
	Arguments and evidence that, in the years 1945-54, other factors were significant/the significance of the communist victory in China in 1949 was limited in influencing the development of the Cold War in South-East Asia should be analysed and evaluated. Relevant points may include:
	<ul> <li>The legacy of the Japanese occupation: Japanese occupation had destabilised South-East Asia both by encouraging independence sentiment against the Allies and its own exploitation of the region</li> </ul>
	The weakness of the European imperial authorities: post-war domestic concerns weakened their control in their South-East Asian colonies, e.g. the 'Emergency' in Malaysia and resistance to the French in Indo-China
	The desire for independence in South-East Asia: nationalism underpinned the independence struggles, but communism was an attractive ideology in comparison to the exploitation of Western interests
	The success of the communist-supported Viet Minh against the French in

Vietnam, including victory at Dien Bien Phu (1954), encouraged other independence movements to look to communist countries for support

- The role of the USA: post-1945, the US was the preeminent power in the Asia-Pacific sphere, with a foreign policy interest in South-East Asia. The Truman Doctrine (1947) fuelled the Cold War tensions in the region
- In 1949, the new Communist Chinese government did not have the capacity to intervene substantively in South-East Asia.

Other relevant material must be credited.

Question	Indicative content	
3	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.	
	Candidates are expected to reach a judgement on the statement that under President Kennedy there was a definite change in US policy towards Vietnam compared to US policy towards Vietnam under President Eisenhower.	
	Arguments and evidence that under President Kennedy there was a definite change in US policy towards Vietnam compared to US policy towards Vietnam under President Eisenhower should be analysed and evaluated. Relevant points may include:	
	Kennedy's policy towards Vietnam was less cautious than Eisenhower in both actions and rhetoric, and he was particularly drawn to the use of counter-insurgency tactics, e.g. a Green Beret presence in Vietnam	
	<ul> <li>Kennedy, influenced by his Defence Secretary, McNamara, escalated the US military presence in South Vietnam considerably, e.g. the provision of US helicopter air support, the deployment of 12 000 advisers</li> </ul>	
	<ul> <li>Under Kennedy, the US became more directly involved in policies that impacted on the people of South Vietnam, e.g. the use of Agent Orange, support for the strategic hamlets programme</li> </ul>	
	<ul> <li>Kennedy's support for the Diem regime was different from that of Eisenhower; initially more supportive than Eisenhower, by late 1963, Kennedy gave tacit support to a coup against Diem by ARVN generals.</li> </ul>	
	Arguments and evidence that under President Kennedy there was not a definite change in US policy towards Vietnam compared to US policy towards Vietnam under President Eisenhower should be analysed and evaluated.	
	Relevant points may include:	
	Both Eisenhower and Kennedy based their policies in Vietnam on the belief that the 'domino theory' necessitated US involvement in South Vietnam to combat the spread of communism	
	Both administrations accepted that South Vietnam should be run by	

governmental elites, whether they be civilian or military

- Under both Kennedy and Eisenhower, policies towards North Vietnam treated Ho Chi Minh as if he were under the direct control of the USSR and/or China, rather than as nationalist leader
- Kennedy continued Eisenhower's policy of basing US involvement in South Vietnam on the use of non-combatant military advisers to train and direct ARVN forces to fight for themselves
- Kennedy continued Eisenhower's policy of refusing to send ground troops to South Vietnam, as opposed to advisers or special forces, such as the Green Berets
- Kennedy continued Eisenhower's policy of attempting to strengthen South Vietnam by providing economic advisers and vast amounts of economic aid.

Other relevant material must be credited.