



Mark Scheme (Results)

Summer 2022

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

Paper 4: 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 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"> • 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.

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.
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.
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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 decision to intervene in the Korean War was mainly due to Soviet persuasion.</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"> • It was Stalin who encouraged China to send troops to Korea when it became clear that the North Koreans could not hold back US advances • Mao decided that China should intervene after requests from both the Soviets and the North Koreans, but the Chinese Central Committee needed to be persuaded • Stalin promised to uphold the defensive agreements in the Sino-Soviet Alliance Treaty and pointed out that China would lose more than it would gain from not intervening • Soviet commitment to China's defence seems to have persuaded the Chinese leadership that entry into the war would not lead to a US/UN war with China itself. <p>Extract 2</p> <ul style="list-style-type: none"> • China was not convinced by US persuasion and treated the US/UN actions with suspicion • The Chinese believed that the US/UN military action in Korea was a potential threat to China physically, domestically and in relation to its power in Asia • China publicly stated that its decision to intervene in Korea was to defend Kim Il Sung's position in North Korea • China's decision to intervene was ultimately based on the opportunity afforded by the War to extend Communist Chinese power in Asia at the expense of American imperialism. <p>Candidates should relate their own knowledge to the material in the extracts to support the view that China's decision to intervene in the Korean War was mainly due to Soviet persuasion. Relevant points may include:</p> <ul style="list-style-type: none"> • In 1950, the Chinese leadership was more focused on establishing CCP power in China and on regaining Taiwan from the Nationalists than becoming involved in the Korean War • As a newly-founded Communist state, China was essentially a junior partner in the Sino-Soviet Treaty of Friendship, Alliance and Mutual Assistance signed in 1949; China had to heed what Stalin wanted • Mao was not fully in control of the Central Committee in October 1950 and support was only likely if he could guarantee Soviet aid • Stalin was reluctant to involve the USSR directly in Korea, so looked to Mao's China to support North Korea; Stalin may have even hoped to

Question	Indicative content
	<p>embroil China in a damaging war to undermine its potential power in Asia.</p> <p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that China's decision to intervene in the Korean War was mainly due to Soviet persuasion. Relevant points may include:</p> <ul style="list-style-type: none"><li data-bbox="347 320 1394 416">• US policy in the Far East appeared to threaten both the domestic security of China and its potential sphere of influence, e.g. US/UN decision to go beyond the 38th parallel, support for Taiwan, alliance with Japan<li data-bbox="347 432 1382 528">• General MacArthur was believed by the Chinese to favour extending US action over Korea to include aggression against Communist China and to use nuclear force if deemed necessary<li data-bbox="347 544 1410 640">• By supporting North Korea, at a time when the USSR was clearly reluctant to do so, China could present itself as the preeminent Communist power in Asia and a future supporter of newly-emerging Asian states<li data-bbox="347 656 1390 752">• Mao was a strong supporter of Chinese intervention in the Korean War as he believed that it could bring advantages to China, e.g. unite the people in a common cause in support of North Korea and against the USA.

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 whether the support of the US public for US involvement in the Vietnam conflict change in the years 1965-73.</p> <p>Arguments and evidence that the support of the US public for US involvement in the Vietnam conflict changed in the years 1965-73 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Support for the initial decision to send troops to Vietnam declined considerably; opinion polls suggested that in 1965 61% were in favour, declining to 35% in 1968 and 28% in 1971 • More people became willing to demonstrate against the war as the years progressed, in 1967 there were few Americans willing to demonstrate but by 1969 hundreds of thousands were marching • Support for the war began to decline in 1967 but the impact of the Tet Offensive seems to have been a turning point in a decline in general support for sending more US troops to Vietnam • From the late 1960s, media reporting of the conflict focused more on the impact of the war on American soldiers and, as deaths and injuries mounted, about a third of Americans said they were negatively impacted • Over time, anti-war supporters began to reflect a broader spectrum of society; college student-based protests broadened to include civil rights campaigners, the families of soldiers and soldiers themselves • By 1973, there was a change in attitudes towards direct involvement, indicated by the majority of Americans supporting the withdrawal of American troops from Vietnam. <p>Arguments and evidence that the support of the US public for US involvement in the Vietnam conflict did not change in the years 1965-73 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The majority of Americans continued to support the right of the US to confront the spread of communism in South East Asia • Nixon's appeal to the 'silent majority' in 1969 was based on an understanding that polls suggested that a majority of Americans remained supportive of a US policy in South Vietnam that was 'honourable' • Opposition to the draft, particularly from college-age students, remained a consistent feature throughout the period 1965-73 • More Americans opposed the anti-war protests than supported them through the period 1965-73, even after My Lai and the Kent State University student deaths • Specific groups, such as veterans and trade unions, continued to be vociferous supporters of US policy in Vietnam, e.g. March for Victory and Hard Hat protests in 1970. <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 Vietnamese occupation of Cambodia was the most important reason for the ongoing confrontation between China and Vietnam in the years 1979-89.</p> <p>Arguments and evidence that that the Vietnamese occupation of Cambodia was the most important reason for the ongoing confrontation between China and Vietnam in the years 1979-89 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The initial invasion of Cambodia by Vietnam in 1978 prompted a Chinese incursion into Vietnam and a brief 5-month war between the two countries in 1979 • The Chinese had supported the Khmer Rouge regime in Cambodia and were committed to continuing support of their allies • The Chinese feared that the Vietnamese occupation of Cambodia would eventually lead to a Vietnamese-led Indo-Chinese Federation that could challenge Chinese power in South-East Asia • Tensions over Cambodia remained throughout the decade as China used its opposition to the Vietnamese occupation to gain international support by promising to secure Laos and Thailand from Vietnamese aggression. <p>Arguments and evidence that other reasons for the ongoing confrontation between China and Vietnam in the years 1979-89 were more important should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Traditional national tensions between Vietnam and China reappeared in the mid-1970s; Communist China had long resented that the Vietminh had accepted aid from the Chinese Nationalists in the First Vietnam War • Wider geopolitical aims: each country aspired to hegemony over South-East Asia as a whole • Soviet support and influence in Vietnam; Chinese resentment was heightened by Sino-Soviet antagonism and particularly the 25-year treaty signed between the USSR and Vietnam in 1978 • Border disputes: much of the border between China and Vietnam was poorly defined as were the territorial waters of the Gulf of Tonkin and ownership of several island groups in the South China Sea • Chinese opposition to the treatment of the Hao Chinese minority in Vietnam created major tensions diplomatically and led to border tensions when Hao refugees flooded into China in the late 1970s and early 1980s. <p>Other relevant material must be credited.</p>

