

Mark Scheme (Results)

January 2026

Pearson Edexcel International

Advanced 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: A01 (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.

A03 (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	• 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	• 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	• 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	• 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	• 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.
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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	• 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	• 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	• 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	• 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	• 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	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 the leadership of Communist China made the decision to enter the war in Korea in 1950 in order to gain prestige in China for the new communist regime. In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • In the autumn of 1950, the Chinese government was eager to go to war over the situation in Korea and made preparations to do so • The Communist government had an ideological desire to become involved in the conflict but more importantly they needed to go to war in order to consolidate their control over China • The Chinese leadership believed that it could win over the heart and minds of the Chinese people by challenging the 'West' in Korea • The Chinese government was convinced that any positive outcome in a war in Korea would elevate its standing in the eyes of the Chinese people to such an extent that it would even win over anti-communists. Extract 2 • Communist China made the decision to enter the war in Korea to protect its national security • The Chinese leadership believed that US-UN actions in Korea in 1950 were a threat to China. China made it clear that any further action taken against North Korea would be seen as an attack on China • It was a personal request from Kim Il Sung that led to Mao making the final decision for Chinese troops to enter the war • Mao viewed the defence of the Korean-Chinese border as vital and that the security of China depended on preventing US troops from being able to reach the border with China. Candidates should relate their own knowledge to the material in the extracts to support the view that the leadership of Communist China made the decision to enter the war in Korea in 1950 in order to gain prestige in China for the new communist regime. Relevant points may include: • The Communists had gained control of the government of China in 1949, but, in the wake of a relentlessly savage civil war, they needed to win over the millions of people in China who were not active CCP supporters

- Many Chinese people felt that China should be the primary power in the Far East and resented the post-1945 influence of the USA in the region, any government challenging this would gain support
- The Chinese government mobilised the Chinese people to fight the war in Korea under the slogan 'Resist America, Aid Korea' to unite them in a common cause
- Some CCP leaders believed that, by successfully deploying troops in Korea, Communist China would increase their standing and reputation in the eyes of Stalin.

Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that the leadership of Communist China made the decision to enter the war in Korea in 1950 in order to gain prestige in China for the new communist regime. Relevant points may include:

- The USA was an open supporter of the Nationalist Chinese leadership that had fled to Taiwan and any activity by the US on mainland Asia was viewed by Communist China as an act of intimidation
- The US decision to send the US Navy's Seventh Fleet to the Taiwan Strait in June 1950 infuriated Mao, as this was seen by Communist China as an act of provocation
- Manchuria was an economically important region of China that Mao needed to be secure. If US-UN troops reached the Yalu River, then China would have to defend a 650 mile border with difficult terrain
- Mao's decision was influenced by his belief that the US would not deploy nuclear weapons against China because of the possibility of Soviet retaliation now that the USSR had its own nuclear capacity
- Mao's decision to designate the Chinese forces as 'volunteers', rather than deploy the PLA officially, was an indication that he saw the Korean conflict as a threat to security rather than an opportunity to challenge the USA.

Section B: Indicative content

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

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 1954-60, the USA became increasingly involved in South Vietnam mainly due to President Eisenhower's belief in the 'domino' theory. Arguments and evidence that, in the years 1954-60, the USA became increasingly involved in South Vietnam mainly due to President Eisenhower's belief in the 'domino' theory should be analysed and evaluated. Relevant points may include: • The French defeat by the Viet Minh in 1954 resulted in communist control of northern Vietnam. Eisenhower believed that, without providing support for the south, the whole of Indo-China could fall to communism • The US creation of SEATO in 1954 was specifically designed to contain the spread of communism in South-East Asia and, although not a member, South Vietnam was guaranteed military protection by the Manila Pact • The Malaysian 'Emergency' not only convinced Eisenhower of the need to support Diem's government in South Vietnam but also to develop the role of its M.A.A.G in South Vietnam in the light of British successes • The US was drawn deeper into the Vietnamese situation from 1959 when the North Vietnamese Army became actively involved in the Laotian civil war and the first supply routes of the Ho Chi Minh trail were established. • From 1959, direct North Vietnamese action in Laos, and the creation of the Ho Chi Minh trail, seemed to vindicate US belief in the 'domino' theory. The US increased its military aid to South Vietnam as a result. Arguments and evidence that, in the years 1954-60, the USA became increasingly involved in South Vietnam due to other factors should be analysed and evaluated. Relevant points may include: • The fear of becoming too involved in another ground war so soon after the Korean War encouraged Eisenhower to send direct aid to South Vietnam from 1955 and to provide a M.A.A.G to advise on military matters • The Geneva Accords did not lead to agreed unifying elections in Vietnam in 1956. This encouraged the Viet Minh to continue its destabilising activity in the south and the US to send more military advisers • Eisenhower felt pressure from within the USA to give support to South Vietnam. Economic and military aid increased as anti-communist influences demanded that Eisenhower take a tough foreign policy line • The weaknesses and unpopularity of the Diem government necessitated ever increasing levels of support from the USA to sustain it in power. In 1960, it requested the US double the number of military advisers available • North Vietnam was determined to bring the south under its control and the US was equally determined to prevent it. ARVN weakness and the creation of the NLF (1960) made increased intervention almost inevitable • The existence of the M.A.A.G. in itself encouraged further intervention; US military personnel became increasingly invested in shoring up the ARVN and more physically involved – the first US soldiers were killed in 1959. 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 whether a period of rapid and significant economic growth was experienced throughout South-East Asia in the 1980s. Arguments and evidence that a period of rapid and significant economic growth was experienced throughout South-East Asia in the 1980s should be analysed and evaluated. Relevant points may include: • Many South-East Asian nations experienced rapid economic development and increased GDP that transformed moribund post-colonial and agriculturally-based economies into urbanised industrial economies • Some nations in South-East Asia became identified with the concept of the 'tiger economy', featuring rapid export-driven economic growth and financial centres. Singapore was one of the original four Asian 'tigers' • Economic growth resulted in increased standards of living. The growing middle-class fuelled a consumer boom across the region • The Malaysian economy grew rapidly – based on the exploitation of natural resources and industrial exports – experiencing high annual GDP and low inflation • As an independent nation, Singapore transformed itself from a struggling economy into a major entrepôt, financial hub and centre of urban development with a high standard of living • At the end of the 1980s, Thailand was identified as a potential 'future tiger'. It had the world's fastest growing economy, with foreign investment increasing by 400 per cent (1986-89) and a developing tourist industry. Arguments and evidence that a period of rapid and significant economic growth was not experienced/economic growth was limited in South-East Asia in the 1980s should be analysed and evaluated. Relevant points may include: • Regional development was variable, the island economies tended to experience more sustained economic growth than the mainland economies. Thailand was outlier to some extent • Poverty was still a feature of many of the South-East Asian economies. The nature of an 'economic miracle' underpinned by cheap labour meant that there was often a growing disparity between rich and poor • The transformation of urban areas was rarely replicated in rural areas, e.g. in Thailand growth was concentrated around Bangkok, and economic growth often came at the cost of environmental damage • Economies that did not incorporate elements of free market policy were less likely to experience growth, e.g. Vietnam experienced slow economic growth under a centralised, command economy • The countries that had been most affected by the Vietnam conflict experienced continuing economic problems, e.g. in Vietnam income levels barely increased; the need to rebuild the devastated Cambodian economy. Other relevant material must be credited.