



Examiners' Report

Principal Examiner Feedback

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**Pearson Edexcel International Advanced
Level in History (WHI02) Paper 1B**

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Examiner Report: WHIO2 1B China, 1900-76

Introduction

It was pleasing to see a range of well-informed and well-written responses from candidates on IAS Paper WHIO2 1B which covers the option China, 1900-76. The paper is divided into two sections. Section A contains a compulsory two-part question for the option studied, each part based on one source. It assesses source analysis and evaluation skills (AO2). Section B comprises a choice of essays that assess understanding of the period in depth (AO1) by targeting five second order concepts - cause, consequence, change/ continuity, similarity/difference and significance.

It is pleasing to note that in Section A many candidates understood what was meant by 'value' and 'weight' in the context of source analysis and evaluation. There was also evidence of candidates possessing the detailed knowledge base required in this section to be able to add contextual material to support/challenge points derived from the sources. However, some candidates are still writing about limitations in question a and this did impact on the length of part b for some candidates.

In Section B, some candidates produced wholly descriptive essays which were devoid of analysis, but more responses were soundly structured. The most common weakness in Section B essays was the lack of a sharp focus on the precise terms of the question and/or the second order concept that was targeted. In some cases, candidates struggled to develop sufficient relevant material to address the question and some included material that did not relate to the question.

It remains important to realise that Section A topics are drawn from highlighted topics on the specification whereas Section B questions may be set from any part of any Key Topic, and, as a result, full coverage of the specification is enormously important. There was little evidence on this paper of candidates having insufficient time to answer questions from Sections A and B.

The candidates' performance on individual questions is considered in the next section.

Question 1a)

There were some good responses that achieved high Level 2 or beyond. These responses demonstrated an understanding of the source material and an ability to draw and develop inferences from the material using their contextual knowledge to explain inferences as well as expanding on matters in the source. Valid comments were made on the provenance of the source and value explained. Strong responses drew out the role of the young in the Cultural Revolution. Most candidates who failed to reach Level 3, did so because of questionable assumptions regarding the provenance and a mistaken tendency to discuss the limitations of those and using contextual knowledge incorrectly to evaluate the limitations.

DOC ID: 0429001117188: This is a secure level 3 response achieving level 3 in all the bullet points in the mark scheme. It has good contextual knowledge and is very effective in drawing inferences. The evaluation is substantiated.

The source is valuable as it is written at the time of the Cultural Revolution, ⁽¹⁹⁶⁶⁾ giving us valuable insight into the feelings felt by ^{a collection of} ~~an~~ eye-witnesses. As it is written by the ^{Eleventh Plenum of the Central Committee which} ~~Sixteen Point~~ ~~Comm. Decision~~ ~~was~~ ^{was} a sector of the Communist government, it ~~give~~ ^{is} valuable ^{as} into an enquiry into the role of young people for the government itself. It also became a charter for the Red Guard meaning it ^{inspired and guided} ~~worked closely~~ with the young people politicised in the Cultural Revolution, ^{making it} ~~specialising in~~ ^{particularly relevant to} ~~this area~~. It ~~is~~ ^{may} be subjective as the party will have a positive outlook on the Revolution and it may have been used as propaganda making it not so valuable. Therefore, the source is valuable as it gives us ~~key~~ ^{key} information on the government's outlook of the role of young people.

~~The~~ We can also make valuable inferences from the source. For example, the quote, "Through the media of big-character posters" shows us how Mao used propaganda and indoctrination to inspire and mobilise the youth. Also, the statement, "they expose and

criticise thoroughly;" ~~it is valuable~~ and "launch resolute attacks" describes how the government used the Red Guards/young people to attack the party and cleanse it of "bourgeoisie" members. By saying that "they argue things out" it implies they attacked people ~~out of del~~ after deliberation and "thorough" debate. In reality we know the government ~~to~~ directed the young to attack enemies such as Liu Shaoqi ~~and~~ and Deng. ~~This~~ The government evidently endorse the young peoples actions, "orientation has been correct" and plan to continue with the movement described in the source "continues to advance". This implies that young people maintained a key figure/role in the Cultural Revolution. Therefore, the source is valuable as it shows how young people "previously inactive" took on a key role in the Cultural Revolution.

In the context of the time, the source is valuable as it is in line with the Maoist propaganda used to mobilise the youth. When it discusses "expose and criticise thoroughly" we know that Mao used the young people who did not remember the worst of the Great Famine and had been indoctrinated (in schools) to support him, to attack his opposition. ~~Q~~ Mao claimed they were "bourgeoisie" but in reality,

many such as Liu Shaogi and Deng Xiaoping were simply ~~enemies~~ political rivals. The source discusses how the young "launched" resolute attacks which was true. The Red Guards attacked all forms of authority including "hidden representatives of the bourgeoisie", directed by Mao. Therefore, the source is valuable in the context of the time as it evidences Mao's use of the young via indoctrination (Little Red Book), giving them an important role in the Cultural Revolution.

~~The~~ To conclude, the source is valuable as it is issued by part of the government making it an official document, in line with what historians now know about the time. It ^{valuably} evidences how Mao politicized the young and therefore their importance.

Question 1b)

The best responses were written by candidates who successfully made reasoned inferences, evaluating the weight of the source in relation to the enquiry and using contextual knowledge to illuminate limitations of what could be gained. Most candidates who did not achieve Level 4 failed to do so due to making inferences that were not fully developed or reasoned. Candidates often used accurate contextual knowledge but this was usually only included to confirm/challenge details rather than going the step further to illuminate what could therefore be gained from the source. Some perceptive answers looked at the purpose of the source in providing a justification for the Japanese invasion and interrogated it using their knowledge of wider Japanese ambitions in the region.

DOC ID: 0429001097638: This is a secure level 4 response which achieved level 4 on all the bullet points in the mark scheme. The response considers both the strengths and limitations of the source. It develops reasons inferences about the deliberate omissions from the source. The interrogation of the source is developed using sound contextual knowledge and has a sense of the values of the society from which it originates.

Plan

~~Source~~ Provenance: - Author, Nature, Origin, Time

Context - omissions - Tanaka Memorial, disputes between Tokyo and army

Context agrees to some extent.

There are certain factors which make source 2 valuable to the historian ~~such as the~~ for such an enemy such as its author being the foreign ministry of Japan, its context ~~and discussing~~ the decision to invade Manchuria and its time of writing in 1932. Nevertheless, the historian must consider the various limitations that exist when using this source, preventing the historian from gaining an accurate and reliable insight into the subject of the enemy.

One factor which gives source 2 weight is the fact that it was written by the Japanese Ministry of Foreign Affairs, which ^{was officially prepared} ~~was~~ ^{for the} of the Japanese government, which decided to invade Manchuria in 1931. ~~For~~ This makes the author capable ^{of} giving accurate and relevant information for the enquiry as Japan was most aware of the reasons which led it to ~~invade~~ invade Manchuria. This conforms with the fact that ~~Japan~~ the source is a report written in 1932, aiming to give an accurate description ^{of} ~~the~~ the subject, which is

"Relations with ~~Japan~~ Manchuria and Mongolia". For this reason the source is likely to contain relevant information to the enquiry which would be useful for the historian, further adding to its weight. Nevertheless the fact that it was written by Japan ^{itself} at a time when the topic (1931 invasion of Manchuria) was controversial and condemned by organisations such as the League of Nations, which Japan was forced to leave in 1933, ~~that~~ raises the possibility of bias due to Japan's attempt to hide the true causes of the invasions and ~~attempt~~ make its motives seem noble and justified, taking away weight from the source. This attempt to cover up real Japanese intentions, which are known to be a rising population and declining economy as a result of the 1929 Wall Street Crash, makes the source less likely to be reliable and truthful and therefore takes away from its veracity. This could have been done through omissions. One reason for the invasion which appears to have been purposely left out from the source is the lack of control of the Tokyo government over hawkish Japanese militarists and (Chiang) army in ~~the~~ Manchuria, which supported the Tanaka Memorial, stating that the invasion of Manchuria by Japan is necessary and inevitable. Furthermore, the source seems to ignore the fact that the Mukden (or Shenyang) incident was caused and provoked by Japanese troops, who bombed a strip of railway and ~~blamed~~ blamed it on Chinese sabotage. These omissions of key information which is needed for a balanced and accurate approach to the enquiry take away weight from the source and leads to questioning of its reliability.

In terms of weight given to Source 2 based on evidence and existing knowledge about the period, the source both agrees and disagrees with contextual ~~knowledge~~ information, leading to a varying amount of weight given. The source's claim that the Mukden incident in 1931 was a main reason for the invasion of Manchuria ~~is~~ can be ~~confirmed~~ confirmed by existing evidence, which states that the Japanese used the staged Mukden incident ~~to~~ as pretext for the invasion of Manchuria. ~~Additionally~~ ^{gives} ~~more~~ the source some weight due to its authenticity. Nevertheless, the source's mentioning of hostile attitudes of Chinese troops and a danger to Japanese lives in Manchuria is exaggerated, as there is no clear evidence that these actually happened. It is only a possible scenario ~~is~~ Japan describes in order to justify its decision to infringe and undermine Chinese sovereignty in Manchuria. Additionally, the fact that in 1932, the year of writing of the source, Manchuria was turned into the Japanese puppet state of Manchukuo, ~~with~~ ~~the~~ ~~previous~~ ~~emperor~~ ~~Pu~~ ~~Yi~~ installed as its official (but not actual) leader, raises the ~~likelihood~~ ~~probability~~ probability that at the time of writing, Japan was trying to make excuses to not provoke severe international disapproval and intervention.

In conclusion, ~~the~~ ~~source~~ While the source does have some value and contains information for the official Japanese reasoning for the invasion, ~~due~~ due to its author, nature and time, it should not be given much weight into the enquiry as it is likely to be biased and unreliable due to the interest of its author ⁱⁿ making the invasion appear

legitimate. This is proven through existing omissions, and lack of agreement with existing knowledge from other sources.

Question 2

This was the most popular essay question. The best answers were underpinned by a depth of knowledge on a range of relevant factors which were then used to reach a judgement whether the Long March was the most important reasons for the survival of communism in the time period specified. These factors included impact of the Long March as well as alternatives such as the United Fronts, the Civil War and GMD weaknesses. At the lower end, some candidates provided wholly descriptive accounts without consideration of the conceptual focus – causation, and some were well informed on the Long March but struggle to develop other reasons.

DOC ID: 0429001097638: This is a secure level 4 response on all four bullet points in the mark scheme. It explores the key issues and is developed with a range of secure knowledge. It sustains the argument throughout the answer and develops an effective comparison of the importance of the different reasons.

Plan Intro

~~Long~~ Long March, Dadu River, 6,000 km
~~It's~~ leader's base in Yanan, CCP mythology

BUT Mao as a leader - inspired, led, Changing Paths
CCP Support from the Peasants, 8 Points of attention
Second Sino Japanese War - distracted Chiang

Conclusion

The years 1927-45 were a difficult time for the Chinese Communist Party (CCP) which found itself on the brink of extinction more than once. Its survival of Chiang Kai-shek's White Terror and Massacres in Shanghai, Guangzhou and Chongqing ¹⁹²⁷ and its successful escape to Yanan ~~as~~ through the Long March helped guarantee its survival and eventual rise to power. ~~This has~~ led many historians to argue that the completion of the Long March was the most important reason for the survival of Communism in China between 1927-1945. ~~While this may be~~ However, other important reasons for the survival of Communism in China during the period should be considered.

The 1927 Shanghai massacre by Chiang's Guomindang (GMD) Party led to the deaths of 5,000 Communists in the city.

and the fleeing of hundreds of thousands more. Many, such as Zhou Enlai fled to the Jiangxi Soviet. When this ~~was~~ Communist base was surrounded during the fifth extermination campaign, many died from ~~the~~ starvation and disastrous pitched battles advised by Otto Braun and only ~~85,000~~ ~~85,000~~ 85,000 soldiers were left to start a retreat. One of the reasons the completion of the ~~the~~ Long March was key to the survival of ~~the~~ Communism in China is because its destination, the poor Communist base of Yan'an ^(arrived 1935) provided a safe haven from both the GMD and the Japanese starting from 1931. This allowed the CCP to develop, gain support and experiment with policies such as land reform and increased freedom of women. The gaining of experience in leading the country by Mao and the party in Yan'an, which was a result of the long march of ~~the~~ October 1934 - October 1935 and therefore suggests that the ~~long~~ ~~march~~ it was crucial for the survival of Communism in China.

Another effect of the Long March is that its events went down in CCP mythology and allowed the CCP to gain ^{the} support of the peasants. ~~The~~ Mao and his troops walked ~~24,000~~ 6000 miles in total, crossing 24 rivers and 18 mountain ranges, on ~~the~~ their retreat from GMD forces. ~~22~~ 22 CCP soldiers allegedly swung across the Dushan River on chains while under enemy fire to allow the rest of the Red Army to cross. These events were common and seen as legendary. They won the Party massive support

As the March symbolised the endurance of China and its overcoming of huge hardships and obstacles. The CCP were seen as heroes and worshipped. This increase in support for the CCP increased the chances of the survival of communism in China between 1927 - 45.

Nevertheless, an important reason ^{for the survival of Communism} ~~for the survival of Communism~~ in China ~~which was not linked to the Long March~~ ^{was} ~~was~~ the CCP policies and behaviour of the Red Army. The Party used land reform to take away land from the landlords under the feudal system and divide it among the peasants, which benefited from a more fair and equal society. Interest free loans to peasants and the banning of outdated practices such as arranged marriages and foot binding in Communist controlled areas further increased peasant support to the CCP. The eight points of attention of Mao's Red Army ~~and~~ including ^{helping} ~~respecting~~ the peasants, paying for all items bought and respecting women impressed the peasants as they differed greatly from GMD troops, which were savage and rude. The Long March is linked to this as it provided the CCP with an opportunity to showcase this good behaviour and gather support. Between 1927 and 1945, the CCP increased its population from 2 million to 95 million peasants by increasing the land it occupied from ^{another} ~~a third~~ to ^{a third} of China's land. This suggests that although the Long March wasn't the only reason for Communist survival, it was certainly an important one.

Other important reasons for the survival of Communism in China between 1927-1945 were Mao Zedong's leadership and the Second Sino-Japanese War. Mao² was ~~regarded~~ hailed as the great leader of the CCP. He inspired the masses and led many of the policies and campaigns which increased the standing of the CCP. He advocated appealing to the peasants through land reform, good behavior of the Red Army, and led many campaigns against the Japanese as a military leader, all of which ~~greatly~~ gave the CCP massive amounts of support in China. However it is important to remember that Mao came to be the unchallenged leader of the CCP during the ^{January} 1935 Zunyi Conference as part of the Long March. It can therefore be said that Mao wouldn't have been able to lead so well if he wasn't put in charge during the march, making it highly significant. Additionally, the ~~the~~ Second Sino-Japanese War 1937-45 forced Chiang to shift his focus to fighting the Japanese rather than exterminating the Communists. The 1936 Second United Front allowed Communism to survive. Moreover, the CCP's position after the Long March ~~was~~ put it on the front line against Japan, allowing it to conduct impressive military campaigns such as the Hundred Regiments Campaign in which 400,000 troops infiltrated Japanese ~~infrastructure~~ lines and destroyed infrastructure. This gained the CCP even more support and allowed it to survive in China, suggesting that the Long March contributed indirectly to other reasons for the survival of Communism.

In conclusion, while there are other reasons why Communism survived in China in 1922-45, it ~~is~~ is largely accurate to say that the Long March of 1934-35 was the main reason. Not only did it allow the CCP to escape the GMD and Japan, ^{only} ~~to~~ raise support through propaganda but it contributed in one way or another to other key reasons for the survival of the CCP such as impressive performance in WWII and Mao's exceptional leadership of the party. If the March was not completed, it is unlikely that the CCP would have survived, let alone ^{rise} ~~come~~ to power in October 1949.

Question 3

There were only six answers to this question. Candidates showed some knowledge of the consequences of the fall of the Qing dynasty. Most tended to describe rather than assess the results.

DOC ID: 0429001097634 This is a level 3 response. It describes the results of the fall of the Qing. There is good detail but it has only implicit links to the conceptual focus of the question and is lacking in analysis.

In 1912 the Qing Dynasty collapsed. This was a result of many reasons including foreign interference and the Han hatred towards the Manchus of the North. What followed the end of the monarchy was a very chaotic organisation, many ideas developed which sought to rule China, one of which was the Guomindang. However, there are other significant results. Such as the founding of the CCP, who would join the GMD and the Era of the Warlords from 1917 to 1926.

China had been ruled by emperors for centuries, they were considered "The Mandate of Heaven". The key link between man and nature, as such many Chinese were superstitious; floods and famine meant poor ruling. Though there were different groups and languages, they shared a common script which was not phonological: devised of characters. However the world was changing, in 1905 the first ideas for a parliament were set by the Guomindang. The leader Sun Yat-sen made 3 principles: Nationalism, Democracy and better living for the Peasants. These three principles were what would lead

The GMD in the beginning. The rise of the Guomindang promised freedom from 'foreign devils', Han pride and the end of the Manchu rule. They promised a democratic rule with a parliament like that of the US, with votes. This was achieved briefly but votes were only taken by 10% of the population: male tax payers. Finally Sun Yat-sen wanted to help the peasants attain something and better living. However, Sun Yat-sen did not attain power for more than a month, he needed Yuan Shikai, to whom he gave the presidency to. Yuan Shikai did not manage to give everything that was promised.

The GMD did not give the people enough. In 1915 the Japanese drew up the 21 demands. This was a set of demands, some of which were asking over land of China to become sovereign areas under Japanese control. They were not accepted, but still most demands were, and May 7th became known as National Humiliation day. This caused a questioning to the GMD's principle of Nationalism.

The Guomindang still held a lot of power. The Comintern urged the CCP to

join as a 'bloc within'. This was because Moscow favoured the GMD. In 1916, however Yuan Shikai died. This was followed by generals trying to reinstate the last Manchu emperor, Puyi, who was said to be incompetent, only a little boy. This did not work out and what ensued was the Era of the Warlords from 1917 - 26. However the GMD still grew. With financial aid from the USSR with Comintern, the party grew.

When Sun Yat-sen died in 1925, Chiang Kaishek took lead of the party. He led the Northern Expedition in 1926, claiming parts of China. This was all due to the NRA, the GMD's military force. When the CCP and the GMD created the First United front in 1921, they founded the Whampoa Academy. Chiang Kaishek as well as Zhou Enlai went to the Military Academy. The CCP helped the GMD in the Northern Expedition, Mao Zedong ran the Farmer's movement which helped resistance to the Warlords. Chiang Kaishek use tactics and bribery to fight the Warlords. Chiang made deals to win over lands and by 1927 they were doing relatively well.

However, in 1927 the Shanghai massacre happened. In Shanghai, Big Eared Du's Green Gang attacked unions of communists, ~~the~~ ^{yes} along with Chiang's men; the result was a bloodbath. Reports say 400 people died, but Snow, and American writer says it was around 5,000 - 10,000 people, these figures seem more right. This caused a major rift and the end to the First United Front. Out of this came the CCP, a significant result of the fall of the Qing. The CCP would take power in 1949. As of now they had less support, many ~~for~~ left wing of the GMD were sympathetic to the CCP, but they did not have the funds. The CCP still got aid from the ~~So~~ Comintern but they did not have the control the GMD did. In 1927 they were 58,000 strong, this worried the GMD.

A very important result of the fall of the Qing was the was idea that the Mandate of Heaven could not rule. There was a famine in 1911, this caused more opposition to the Emperor. This attributed to the GMD's support as well as the CCP's.

In 1919, China was forced to give up Shandong to Japan in the Treaty of Versailles. This epic loss triggered the May 4th Movement, Youth of China standing for change. Of which Mao was a part of. The birth of the CCP was a very important aspect to the new China. Ideas of Marxism and the opposition to Confucianism was relatively new. This change was to change China forever. In the years after the Qing's fall however, China would be ruled by soldiers not academics.

In conclusion, in the years 1911-1927 there were many significant changes, which resulted from the fall of the Qing Dynasty. Of these a very important one was the rise of the Guomindang. Claiming and uniting China with the Northern Expedition and establishing a firm rule. But to a certain extent other results were as significant such as the birth of the CCP and Era of the Warlords. But the CCP only acquired significant power later and the Warlords were broken down by the GMD. So in the years 1911-27 the GMD's rise was one of very significant value, and the fall of the Qing dynasty gave way to this.

Question 4

Only three candidates attempted this question and of those who did responses were limited. Most addresses the 1950 Marriage Law but there was little beyond this and candidates did not show an awareness of the conceptual focus of the question – similarity and difference – in their answers. It is important that candidates consider this when they choose questions and plan their answers.

Based on the performance of this paper, candidates are offered the following advice:

Section A

- Make sure you are aware of the topics highlighted for the source question and have prepared for them
- A careful reading of the sources is needed so that the issues raised are clearly identified
- You must ensure that you draw out inferences, but these should always be directly linked to the source and not driven by contextual knowledge
- You should consider the nature, origin and purpose of the source
- Do not merely restate what the provenance says – think about how it can be used to address the question. In a, this requires a consideration of how it adds value and in b, this requires considering value and limitations
- Contextual knowledge should be used to support the answer, not to drive it, and should be made relevant to the enquiry
- Question 1a does not require a consideration of the limitations of sources
- It is unlikely that weight can be assessed by listing all the things that a source does not deal with.

Section B

- Spending a few minutes planning helps to ensure the second order concept is correctly identified
- Candidates must provide more precise contextual knowledge as evidence. Weaker responses lacked depth and sometimes range
- Candidates should avoid a narrative/descriptive approach; this undermines the analysis that is required for the higher levels
- Candidates need to be aware of key dates as identified in the specification so that they can address the questions with chronological precision
- Essay questions are set over a period of at least ten years; candidates need to address the whole time period set in the question

- Candidates should try to explore the links between issues in order to make the structure of the response flow more logically and to enable the integration of analysis.