



# **Mark scheme**

January 2020

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

Paper 2: Breadth Study with  
Source Evaluation

Option 1B: China, 1900–76

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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.

## 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 2

### Section A: Question 1(a)

**Target: AO2 (10 marks):** Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–3</b>	<ul style="list-style-type: none"><li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li><li>• Some relevant contextual knowledge is included but presented as information rather than applied to the source material.</li><li>• Evaluation of the source material is assertive with little substantiation. The concept of value may be addressed, but by making stereotypical judgements.</li></ul>
<b>2</b>	<b>4–6</b>	<ul style="list-style-type: none"><li>• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making inferences relevant to the question.</li><li>• Contextual knowledge is added to information from the source material, but mainly to expand or confirm matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry and with some substantiation for assertions of value. The concept of value is addressed mainly by noting aspects of source provenance and some judgements may be based on questionable assumptions.</li></ul>
<b>3</b>	<b>7–10</b>	<ul style="list-style-type: none"><li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid developed inferences.</li><li>• Sufficient knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is not fully substantiated. Explanation of value takes into account relevant considerations such as the nature or purpose of the source material or the position of the author.</li></ul>

### Section A: Question 1(b)

**Target: A02 (15 marks):** Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–3</b>	<ul style="list-style-type: none"><li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li><li>• Some relevant contextual knowledge is included, but presented as information rather than applied to the source material.</li><li>• Evaluation of the source material is assertive with little supporting evidence. The concept of reliability may be addressed, but by making stereotypical judgements.</li></ul>
<b>2</b>	<b>4–7</b>	<ul style="list-style-type: none"><li>• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making inferences relevant to the question.</li><li>• Contextual knowledge is added to information from the source material but mainly to expand, confirm or challenge matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. The concept of reliability is addressed mainly by noting aspects of source provenance and some judgements may be based on questionable assumptions.</li></ul>
<b>3</b>	<b>8–11</b>	<ul style="list-style-type: none"><li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid developed inferences.</li><li>• Detailed knowledge of the historical context is deployed to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry and explanation of weight takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria, with some justification.</li></ul>
<b>4</b>	<b>12–15</b>	<ul style="list-style-type: none"><li>• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion.</li><li>• Deploys well-selected knowledge of the historical context, but mainly to illuminate or discuss the limitations of what can be gained from the content of the source material. Displays some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li><li>• Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.</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
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–6</b>	<ul style="list-style-type: none"><li>• Simple or generalised statements are made about the topic.</li><li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li><li>• The overall judgement is missing or asserted.</li><li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li></ul>
<b>2</b>	<b>7–12</b>	<ul style="list-style-type: none"><li>• 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.</li><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><li>• An overall judgement is given but with limited support and the criteria for judgement are left implicit.</li><li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li></ul>
<b>3</b>	<b>13–18</b>	<ul style="list-style-type: none"><li>• 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.</li><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><li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li><li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence or precision.</li></ul>
<b>4</b>	<b>19–25</b>	<ul style="list-style-type: none"><li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period.</li><li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li><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><li>• 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.</li></ul>

## Section A: Indicative content

### Option 1B: China, 1900–76

Question	Indicative content
<b>1a</b>	<p>Answers will be credited according to their deployment of material in relation to the qualities outlined in the generic mark scheme.</p> <p>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 required to analyse the source and consider its value for an enquiry into the response of the Imperial Government to the Boxer Rebellion in 1900.</p> <p>1.The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:</p> <ul style="list-style-type: none"><li>• It provides evidence that the Imperial Government initially attempted to protect foreigners from the Boxers ('messages ... to go back to their own countries.')</li><li>• It provides evidence that the Qing failed to protect the foreign legations adequately ('German Chief Secretary was suddenly shot by a soldier')</li><li>• It suggests a dithering approach by Cixi in her response to the Boxers ('withdrew the proclamation suppressing the Boxers.')</li><li>• It indicates that the Imperial Government supported the actions of the Boxers ('give the order to fight ', 'give them money').</li></ul> <p>2.The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:</p> <ul style="list-style-type: none"><li>• As an imperial magistrate, with access to the Dowager Empress, Wu Yung was in a good position to know about, and comment on, the response of the government</li><li>• Wu Yung wrote this account in 1936 after having time to reflect on the events and at a time when parts of China were under foreign occupation again</li><li>• The language and tone in the source are relatively impartial and suggest a neutral approach.</li></ul> <p>3. Knowledge of the historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Cixi's approval for the Boxers extended the Rebellion into a series of indiscriminate massacres of Westerners</li><li>• Cixi made the decision to besiege the international settlements in Beijing</li><li>• Cixi appealed to the provinces to send soldiers but they largely ignored her request so that her army was outnumbered by the legation troops and ultimately defeated.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
<b>1b</b>	<p>Answers will be credited according to their deployment of material in relation to the qualities outlined in the generic mark scheme.</p> <p>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 required to analyse and evaluate the source in relation to an enquiry into the purpose of the Hundred Flowers Campaign.</p> <p>1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences:</p> <ul style="list-style-type: none"> <li>• As propaganda director of the CCP, Lu Dingyi would be in a position of authority to comment on Mao's announcement of the Hundred Flowers Campaign</li> <li>• The date of the speech shows it is an immediate reaction to Mao's announcement of the Hundred Flowers Campaign</li> <li>• The language and tone of the speech indicate that it has been made for propaganda purposes.</li> </ul> <p>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences:</p> <ul style="list-style-type: none"> <li>• It claims that it is the intention of the CCP to encourage debate and criticism ('This is the policy of the Chinese Communist Party.')</li> <li>• It implies that the Hundred Flowers Campaign is a necessary step in the development of China ('If we want our country to be prosperous and strong ... strengthen our national defence')</li> <li>• It implies that a purpose of the campaign is to demonstrate the superiority of communism over capitalism ('not the same as that based on the type of democracy ... really means freedom for only a minority')</li> <li>• It claims that a purpose of the Hundred Flowers Campaign is to extend freedoms as defined by Communist ideology ('not the same as that... supported by the bourgeoisie', 'freedom among the people').</li> </ul> <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• China needed an educated class for its industrial development and the campaign was designed to encourage scientific debate</li> <li>• Mao feared that the CCP was becoming less revolutionary and the campaign would shake up the party, criticise the conservatives and force them to work for the interests of the people</li> <li>• Mao used the campaign as a means of drawing out into the open those he perceived as enemies. -He had learned this method from studying the history of China's emperors</li> <li>• Mao expected that intellectuals would endorse his regime.</li> </ul> <p>Other relevant material must be credited.</p>



## Section B: Indicative content

### Option 1B: Option 1B: China, 1900–76

Question	Indicative content
2	<p>Answers will be credited according to their 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 about the extent to which education provision in China changed in the years 1900–49.</p> <p>The arguments and evidence that education provision in China changed in the years 1900–49 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Missionary schools with a focus on teaching Christianity were a key feature of educational provision in 1900. After 1924 the GMD forbade them to teach religion and ordered that each have a Chinese principal</li><li>• In 1905 reforms abolished the traditional examination system and introduced a three-tier system with 'modern' higher, secondary and primary schools, which expanded in number across the period</li><li>• The curriculum changed from the focus on Confucian teaching in 1900; the Qing reforms introduced a focus on Western ideas and Chiang's government introduced a focus on citizenship and foreign languages</li><li>• The Qing government approved of state education for girls in 1906 and the proportion of girls in education expanded from 6 per cent of pupils in the 1920s to 25 per cent by 1945.</li></ul> <p>The arguments and evidence that education provision in China did not change/change was limited in the years 1900–49 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Missionary schools continued to operate throughout the period 1900–49 and they enjoyed a high academic reputation</li><li>• Although both the Qing and National governments aimed to expand education provision substantially, including the number of years of compulsory schooling, there was limited progress in this respect</li><li>• The number of children receiving secondary state education remained low with no more than half a million attending state schools and illiteracy levels remained high throughout the period</li><li>• Girls remained in a minority at all levels in the education system throughout the period.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
3	<p>Answers will be credited according to their 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 about whether, in the years 1927–49, the civil strife between the Guomindang and the Communists was the main cause of China’s economic problems.</p> <p>The arguments and evidence that, in the years 1927–49, the civil strife between the Guomindang and the Communists was the main cause of China’s economic problems should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Chiang’s preoccupation with crushing communism diverted vital energies in his government away from developing the economy</li> <li>• Chiang levied high taxes that were used almost exclusively for military needs, which limited government expenditure on modernising the economy</li> <li>• The Communists destroyed the economic infrastructure during the Civil War, including telegraph and telephone lines and railway lines</li> <li>• The division of China into GMD and Communist areas had a negative impact on the economy.</li> </ul> <p>The arguments and evidence that, in the years 1927–49, there were other, more important causes of China’s economic problems should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The continuing problems with the war lords and anti-Nanjing members of the GMD caused problems in the economy at the end of the 1920s; fighting damaged railway lines and destroyed towns and crops</li> <li>• The Depression of the late 1920s and early 1930s led to falling income from exports and a collapse of some Chinese banks, which pushed some industrial enterprises into bankruptcy</li> <li>• The increasing rents demanded by landlords was a factor in preventing investment in the modernisation of farming and meant that the majority of the population was engaged in subsistence farming</li> <li>• The Japanese invasion of Manchuria in 1931 led to the loss of a region rich in minerals and arable land and the bombing of Shanghai in 1932 caused US\$1.5 billion in damage, which had a negative impact on the economy.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to their 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 about whether the lifestyles of women living in the towns and the lifestyles of women living in the rural areas in China, in the years 1950–76, were very similar.</p> <p>The arguments and evidence that the lifestyles of women living in the towns and the lifestyles of women living in the rural areas in China, in the years 1950–76, were very similar should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The 1950 New Marriage Law applied to women in both town and countryside and brought an end to arranged marriage and provided legal equality in marriage</li> <li>• Women in both town and countryside had to perform domestic duties as well as participate in paid employment in factories or on farms</li> <li>• Kindergartens were provided for women in both town and countryside to allow them to reduce their role in child rearing and focus on economically productive activities</li> <li>• The political participation of women improved in both town and countryside with women being elected to neighbourhood committees and cooperatives.</li> </ul> <p>The arguments and evidence that the lifestyles of women living in the towns and the lifestyles of women living in the rural areas in China, in the years 1950–76, were very different should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Traditional attitudes towards the role of women persisted in rural areas where fathers were more likely to resist freedom of choice in marriage and husbands to demand large families than their counterparts in the towns</li> <li>• Women in rural communities were more likely to be discriminated against in terms of pay and the range of employment opportunities compared to urban women</li> <li>• The Famine had a greater impact on women living in the countryside than on those living in towns and they were more likely to be divorced or sold by their husbands as one of the consequences of the Famine</li> <li>• Literacy levels rose more quickly in the urban female population than amongst women in rural areas.</li> </ul> <p>Other relevant material must be credited.</p>