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**Mark Scheme (Results)**

**January 2022**

**Pearson Edexcel International Advanced  
A 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.

## 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 reasons for the outbreak of the crisis in Manchuria in 1931.</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 claims that the crisis has been brewing for a long period of time ('unsolved Sino-Japanese problem in Manchuria for over twenty years')</li><li>• It indicates that the Japanese tried to implicate the Chinese as the aggressors ('alleged it was attacked by Chinese troops')</li><li>• It claims that the crisis is the consequence of a Japanese coup ('evidently a carefully prepared seizure of territory', 'drive out the Chinese authorities and establish its own authorities')</li><li>• It suggests that the crisis was fuelled by the Japanese reneging on its promises to the League ('government would withdraw its troops ... The Japanese Government however, failed to do this').</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>• The purpose of the memorandum by the British Secretary of State is to update the British government of developments in the east, and it would need to be accurate</li><li>• The British government was not involved in the crisis and the content and tone of the source reflect this</li><li>• The memorandum was written 2 months after the Mukden Incident and offers an immediate response to the outbreak of the crisis.</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>• The Japanese had economic and political interests in Manchuria since the end of the Russo-Japanese War. During the warlord era, aided by the Soviets, the Chinese had sought to reassert their control over Manchuria</li><li>• At Mukden in September 1931, a group of Japanese officers placed explosives along a section of the railway line. They blamed the Chinese. Fighting broke out and the Japanese seized the city of Mukden</li><li>• The Japanese used the Mukden incident as the pretext for establishing Japanese rule throughout Manchuria.</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 economic developments in China during the Great Leap Forward.</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>• The author of the diary had had discussions with the Chinese ambassador and was able to base his comments on what was revealed in discussions</li> <li>• The content and tone of the source suggests that the Soviet ambassador was critical of China's achievements compared to those of the Soviet Union</li> <li>• The date of the source is two years into the Great Leap Forward and the Chinese ambassador was able to reflect on the achievements and issues arising since 1958.</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 implies that problems arising were not linked to the Great Leap Forward ('difficulties in the People's Republic of China were caused by great natural disasters in individual regions')</li> <li>• It suggests that famine could be an economic issue arising at the time ('shortfall of agricultural crops in the country ... is 25 per cent of the planned gross')</li> <li>• It claims that industrial developments have been successful ('industry is working well ... 60 per cent of the plan ... already been met.').</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>• Up to fifty million people died of famine caused, in part, by natural disasters but also by policies such as the Four Noes campaign and the rejection of traditional farming methods</li> <li>• There was a significant increase in the output of steel, but the steel produced in the backyard furnaces was of poor quality and had to be scrapped</li> <li>• Soviet officials left China in 1960 and took their expertise with them. This had a detrimental impact on economic development in China.</li> </ul> <p>Other relevant material must be credited.</p>



## Section B: Indicative content

### 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 whether the development of telegraphy played the most significant role in improving communications in China in the years 1900-27</p> <p>The arguments and evidence that the development of telegraphy played the most significant role in improving communications in China in the years 1900-27 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The speed of telegraph signals was significant in improving communications in China. The development of telegraphy allowed for fast transmissions within China and to powers outside of China</li><li>• Many Chinese businesses, especially those trading with the treaty ports, benefitted from the development of telegraphy</li><li>• The development of telegraphy played an important role in military communications. The establishment of telegraph stations, owned by the Chinese government, that connected most cities was strategically vital</li><li>• The telegraph system built by the USA in the 1920s played a significant role in bringing in and spreading new information and ideas in China, e.g. the New Culture Movement.</li></ul> <p>The arguments and evidence that the development of telegraphy did not play the most significant role/there were other more significant factors in in improving communications in China in the years 1900-27 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Both the Qing government and the Chinese Nationalists were suspicious of the telegraph system that was largely built by foreigners. Boxers attacked the system in 1900 and Nationalists forced out the USA in the late 1920s</li><li>• Telegraph provision, which was nationalised in 1902-03, was patchy and inefficient. Telegraph lines were neglected by the government and often fell into disrepair</li><li>• Railway building played a key role in for improving communications in China. By the mid-1920s, there were 5,237 miles of railway in China with Beijing at the centre and three major lines radiating out from it</li><li>• China had 7,500 miles of navigable inland waterways, which was more extensive than any other country. Waterways were a vital communication system in central and southern China and linked to the many ports.</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, excluding Mao himself, Liu Shaoqi was the most significant official in the government of China in the years 1949-76.</p> <p>The arguments and evidence that, excluding Mao himself, Liu Shaoqi was the most significant official in the government of China in the years 1949-76 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Liu held leading positions in government. As chairman of the Standing Committee, he controlled the organisation that had the power to alter laws, and as Head of State, from 1959-68, he was a key policy maker</li> <li>• As Vice-Chairman of the CCP, Liu played a key role in land reform. After the Great Leap Forward, he was instrumental in scaling back communes, introducing changes in production and using experts to raise output</li> <li>• Liu was a pragmatist who, in 1962, rewrote Mao's directives to reinvigorate China's revolutionary zeal. Liu's version de-emphasised the class struggle</li> <li>• Liu's policies helped to rebuild China after the Great Leap Forward and made him very popular. The talk of hanging his portrait next to Mao's made him a target as a 'capitalist roader' during the Cultural Revolution.</li> </ul> <p>The arguments and evidence that, excluding Mao himself, Liu Shaoqi was the not most significant official/ there were other more significant officials in the government of China in the years 1949-76 should be analysed and evaluated Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Zhou Enlai was Premier of the PRC and Foreign Minister. As Head of the State Council, he coordinated 24 ministries. He was genuinely popular and regarded as a moderating influence. He survived the Cultural Revolution</li> <li>• Lin Biao was the head of the PLA. He modernised the PLA and supported radicals spreading Mao Zedong Thought during the Cultural Revolution</li> <li>• Peng Dehuai became Defence Minister in 1949. He played a key role in creating a more professional military that was better equipped for modern warfare. He was purged in 1959 for criticising the Great Leap Forward</li> <li>• Deng Xiaoping became General Secretary in 1954. He introduced the reforms that aided recovery from the Great Leap Forward. After his initial humiliation in the Cultural Revolution, he was recalled to office.</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 healthcare in China improved in the years 1949-76.</p> <p>The arguments and evidence that healthcare in China improved in the years 1949-76 should be analysed and evaluated Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Healthcare was improved by campaigns introduced by the government in the 1950s that focused on preventative measure such as hygiene, digging deeper wells and stopping the use of human waste as fertiliser</li> <li>• Eight hundred modern hospitals, staffed with trained doctors, were built serving large urban areas, county hospitals were built in rural areas, and medical clinics were established in communes</li> <li>• The provision of healthcare for the population living in villages improved across the period. By 1976, 90 per cent of villages were served by a barefoot doctor providing basic healthcare</li> <li>• The number of doctors trained in modern medicine rose from 40,000 in 1949 to 150,000 in 1965.</li> </ul> <p>The arguments and evidence that healthcare in China did not improve in the years 1949-76 should be analysed and evaluated Relevant points may include:</p> <ul style="list-style-type: none"> <li>• A serious shortage of hospital facilities and trained doctors and nurses persisted throughout the period, particularly in rural areas</li> <li>• Barefoot doctors were only able to provide rudimentary healthcare, and village clinics lacked equipment and adequate supplies of medicine throughout the period</li> <li>• Healthcare was a low priority in the budget. Barefoot doctors were used as a cheap stopgap and ensured that money was not diverted away from military-industrial priorities</li> <li>• During the Cultural Revolution, doctors were attacked as the bourgeoisie. Many subordinated medical work to political considerations, e.g. surgeons cancelled operations and showed solidarity by sweeping floors.</li> </ul> <p>Other relevant material must be credited.</p>

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