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In History(WHIO2) Paper 1B

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Examiner Report: WHIO2 1B China, 1900-76

Introduction

It was pleasing after the disruption of the pandemic to see a range of well-informed and well-written responses from candidates on IAS Paper WHIO2 1B which covers 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.

In common with previous series, candidates found Section A more challenging than Section B. Some candidates were still not clear on what was meant by 'value' and 'weight' in the context of source analysis and evaluation. Performance in Section A was also affected by the absence of the detailed knowledge base required to add contextual material to support/challenge points derived from the sources. Most candidates did use their time effectively and, although a few responses were quite brief, there was little evidence on this paper of candidates having insufficient time to answer questions both sections. The ability range was diverse, but the design of the paper allowed all abilities to be catered for. Furthermore, in Section B, most responses had an analytical focus and there were very few that were wholly descriptive essays which were devoid of analysis and, for the most part, 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. This meant that some candidates wrote at length on topics that were only peripherally related to the question or which did not cover the whole time period.

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)

The majority of candidates produced answers that achieved at good level 2 and into level 3. Most candidates understood the question and were able to comprehend the source and comment on what it revealed about the impact of the Cultural Revolution on education. Candidates were able to draw out valid inferences from the source evidence, including the evidence of the need to embed communist ideas in the education system and the changed focus of the system. The best answers developed the inferences with well-selected context to establish their validity. Candidates would do well to remember that contextual knowledge does need to be used to explain and develop the inferences drawn from the source and not just to provide free-standing knowledge. Some candidates

approached the question by focusing entirely on aspects of the provenance. While this was effective in addressing bullet point 3 of the mark scheme, it meant that candidates did not engage with the content of the source and were unable to draw out inferences. Candidates need to remember that they must consider value in the light of the content and their contextual knowledge as well as the provenance of the source. Those candidates who discussed the limitations could not be rewarded for that part of their answer as it is not the focus of part a responses.

SECTION A

Answer ALL questions. Write your answers in the spaces provided.

Study Source 1 in the Sources Booklet before you answer this question.

- 1 (a) Why is Source 1 valuable to the historian for an enquiry into the impact of the Cultural Revolution on education?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(10)

Source 1 is valuable to the historian for an enquiry into the impact of the cultural revolution on education in terms of origin, the extract was issued by the Central Committee of the CCP in August 1966 which was called for action by Mao Zedong, the leader of the CCP and the leader of the Chinese empire. This gives clear credibility for the source as it is proclaimed and backed by Mao Zedong who was a key figure as the reform of schools was directed by him so this extract plainly explains his ideas and plans for the nation of China in terms of education.

Source 1 is also valuable into the aforementioned enquiry in terms of content. Firstly, "to transform the old education system". Mao believed that the old education practices were outdated and were in line with beliefs that did not align with Mao's thought so it makes sense why he wanted to reform the education system to better fit his agenda and

to encourage the removal of the influence of the "bourgeois" from the education system and instead encourage the youth of China to think in a way more suited to Mao's principles and ideas, this is also apparent in the quote: "old principles and methods of teaching". Mao wanted to practicalize the education system and teach the youth of China things like "industrial work, farming and military affairs". This was apparent in his policies in the five year plan and the cultural revolution, it was especially apparent in the cultural revolution as Mao wanted to build and maintain a strong workforce in urban and rural areas to better the industry and continue to improve welfare and productivity in the more rural areas of China. The whole purpose of the Cultural Revolution was to modernize China in terms of thinking and the customs people were used to, but Mao did not like the influence of the Soviet Union being so apparent because of changing relations between the two powers and by encouraging educational changes he would effectively achieve this. In terms of content, this source has a lot of good information on the cultural revolution in terms of



education.

Source 1 also has a clear and meaningful purpose as it was to educate and reinforce the Red Guards to go through with what Mao wanted for China. The Red Guards were composed of students and scholars from Chinese schools so it makes sense why Mao felt the need to express how things should be for the future of the country. The Red Guards throughout the cultural revolution acted in many ways to rid the country of its old cultures and beliefs as they were encouraged by Mao to destroy schools that were teaching other beliefs and old ones such as Confucianism, they were indoctrinated by Mao and this source clearly indicates a form of indoctrination used by Mao.

This is a level 3 response. It begins with level 3 evaluation. It shows contextual understanding although that is not used to develop inferences and hence achieves level 2 in bullet point 2. It draws out an inference on indoctrination in the final paragraph and hence achieves level 3 in bullet point 1.

Question 1 (b)

Candidates understood the source material and were able to select from it to develop some inferences about the emergence of Mao as leader of the Communists on the Long March. Most candidates achieved in level 3 and level 4. There were some effective answers that weighed up the strengths and limitations of the source and used this as a basis to reach a judgement about the weight that should be attached to the source for the enquiry. Many candidates made effective comments about the nature of the source as a potential source of propaganda, written by one of Mao's followers and confidants on the March and published during the Cultural Revolution. However, many candidates still approach the consideration of weight by writing about adding and

subtracting weight rather than considering the strengths and weaknesses of the source material and then reaching a judgement about the weight that the source would bear in an enquiry. There was continuing trend this summer for some candidates to use the structure of the generic mark scheme to write their answer. Whilst this meant that they addressed all three bullet points, it did mean that they did not integrate the ideas in their answer so that, in particular, knowledge was free standing and not used to develop and explain inferences. This technique would be best avoided for candidates who wish to access the higher levels of the mark scheme.

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 2 Question 3 Question 4

The Cold war was the unofficial conflict between the USSR and the USA after WW2 for control over the world. They were the world superpowers at the time, and fought in proxy wars against each other, trying to install governments favourable to them through the world. After the end of the Second Civil War in China in 1949, the USA was deeply worried that a country the size of China had fallen to the Communists.

Firstly, right after the war, Mao travelled to Moscow in order to get support from the USSR to rebuild China's economy. They were in a state of chaos after nearly half a century of quasi-constant chaos and war. They were, in fact, given support in the form of experts that set up industry in Communist China, helping them prosper. These experts were able to choose prime locations to build factories that boosted the economy, and had an eager workforce at their disposal.

However, Mao achieved a great deal without Soviet help. He realised that the Soviet model was based on industry, while he believed it was the peasants that should build the country. The introduction of communes greatly helped the industry to boom. Most of the population's way of life ~~was~~ improved, and this was precisely Mao's idea.

Secondly, not only did the Soviets let send ~~many~~ experts, but they also loaned money and let Chinese scientists and students go into the USSR to further their knowledge and come back to China with improved methods and ways of producing.

goals. This really boosted the economy as factory managers were now Chinese too and could better communicate with the workers instead of the manager being Soviet.

On the other hand, the First Five Year Plan from 1952 to 1957, was purely Mao's brainchild. He set targets for production in industry, which each region was given a quota. Factories were given one too, and people had to report up the chain the results. Although some of them were inflated to further please Mao, it is true that oil, coal, iron and other industrial goods doubled their production during it, with some even tripling it.

Thirdly, the Korean war at the start of the 1950's gave Chinese industry a small nudge. As soon as the CCP entered as leaders of China, the war between the North Korean Communists and the South Korean capitalists broke out. South Korea was aided by the USA, which had also aided Chiang Kai-shek being both civil war. Therefore, Mao wanted to further his revenge for that. North Korea and the CCP formed a pact of mutual aid, and therefore Mao sent not only 'volunteers' from the PLA, but focused the industry into the production of warplanes and arms to help the North People devote their policies into the industry, giving them massive aid to set up factories and produce.

In spite of this, after Mao stopped down due to the failure of the Great Leap Forward, the new leaders of China aided the economy greatly. They gave more freedom to industry and agriculture, resulting in small private ownership that enabled people to earn some income and improve the quality of their lives. Productivity improved as having a private benefit from your work incentivised workers to produce more.

and the increase their pay.

Taking everything into account, the the Cold war helped the Chinese economy greatly. Not only due to Soviet Aid that's kickstarted everything, but due to the Korean War in which the general public paid money into industry. However, it is true that Mao and other leaders that came into power between the end of the Great Leap Forward and the start of the Cultural Revolution gave China a great deal of aid in industry and made it one of the world's superpowers.

This is a level 4 response. It uses contextual knowledge effectively to interrogate the source and develop reasoned inferences. It demonstrates an understanding of the values and concerns of the society from which it is drawn and makes good points about the role of propaganda and the Cultural Revolution in considering the reliability of the source.

Question 2

This question prompted a number of good answers. Most achieved at least level 3 and many accessed level 4. Those candidates who achieved level 4 demonstrated good knowledge that was used effectively to address the second order concept – causation. Level 4 responses reached sound judgements on the whether the warlords or an alternative reason was responsible for the weakness of government in China in the specified period. Candidates considered the role of Yuan Shi-kai, the consequences of interference by outside powers and the growing dispute between the GMD and the Communists. The most common error in answering this question was a failure to focus on the time period set. A number of candidates looked at weaknesses during the rule of the Qing dynasty. This was not relevant to the question and therefore could not be rewarded.

Indicate which question you are answering by marking a cross in the box ☑. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☑.

Chosen question number: Question 2 ☒ Question 3 ☑ Question 4 ☑

It is not accurate to say that the warlords were the main ~~reason~~ reason for the weakness of government in China from 1911-27. This is the ~~main~~ ^{main} reason or being a resulting factor of what was a ~~big~~ larger problem, which is the troubled political situation. This was the largest problem due to its wiping of legitimacy and trust in government not attributed to a lack of funds in his hands, which ~~was~~ ^{was} ~~not~~ ^{was} an effective governance. Another smaller factor why the government of China was weakening this period is ~~due to~~ ^{the} the persistence of foreign influence. The cause by which the factors can be judged to be is whether ~~it~~ ^{it} was the overarching factor and the ~~big~~ largest reason why there was not ~~the~~ ^a stable government in China.

The ~~main~~ ^{main} reason why there ~~was~~ ^{was} the weakness of government in China from 1911-27 was due to the troubled political situation. This is exemplified by the actions of ~~the~~ ^{the} Yuan Shikai in 1916. He attempted to crown himself as Huangdi Emperor and ~~abolished~~ ^{abolished} the ~~some~~ ^{some} republican institutions. This was important as a reason for weakness ~~as~~ ^{as} it created a sense of chaos and lack of legitimacy in the eyes of the middle classes. It reduced support for the government



across ~~the~~ vast areas of China and inhibited Yuan's ability to rule effectively, as he did not have popular support. Furthermore, his abdication later that year due to the rebellion ~~of~~ and creation of the National Protection Alliance is also influential: ~~It is~~ this exhibited to the Chinese populace the power of the regional governors over the central sovereign. This in turn inspired key people who wished for strong and stable rule for China and therefore further inhibited the government's ability to rule effectively, as they were unable to control regional provinces. Moreover, ~~the~~ the attempted Qing restoration on July 1st, 1917, and the ~~political~~ ~~situation~~ ~~was~~ ~~caused~~ ~~by~~ a ~~number~~ of ~~political~~ ~~situations~~. This is the only event ~~the~~ ~~resulting~~ that ~~was~~ ~~not~~ ~~clearly~~ ~~divided~~ ~~into~~ ~~two~~ ~~opposing~~ ~~of~~ ~~opinion~~ in ~~was~~ ~~China~~ ~~at~~ ~~that~~ ~~time~~. This event exacerbated the social divisions between monarchists and republicans in broad China, which caused further weakness of society as cleavages were widened. ~~Further~~ ~~the~~ ~~political~~ ~~situation~~ ~~caused~~ ~~weakened~~ ~~the~~ ~~government~~ ~~was~~ ~~not~~ ~~able~~ ~~to~~ ~~cope~~ ~~with~~ ~~the~~ ~~proclamation~~ ~~of~~ ~~a~~ ~~dual~~ ~~monarchy~~ ~~system~~ ~~in~~ ~~Guangzhou~~ ~~in~~ ~~1919~~. This ~~set~~ ~~a~~ ~~stage~~ ~~for~~ ~~what~~ ~~was~~ ~~to~~ ~~become~~ ~~a~~ ~~series~~ ~~of~~ ~~ambition~~ among the peasantry as they were unsure of who they would find the new voice of reason. This also led to the ~~of~~ ~~effective~~ ~~governance~~ ~~as~~ ~~the~~ ~~divided~~ ~~China~~ ~~remained~~



A lack of effective government, by the policies of one government would be overturned by the policies of the new government. This resulted in a lack of action taking place in Szechwan which amounted to a weak government. However, reasons were not the most significant factor behind ~~the~~ weak government in China.

This is evident through the ^{actions} of ^{Yan Xishan} ~~the~~ in Szechwan, which created a degree of stability in government of that province with the title "the model government". This success was not all worlds attributed to weak government in China. More so, it cannot be understood the ~~main~~ reasons without the play of Yuan Shikai failing to restrain monetary, there would not be a clear picture of regional ~~and~~ over central government which contributed to a sense of chaos. Therefore, this suggests that the political situation was the main reason why there was weak government, by the actions of the warlords were related to the chaos and weak political situation. This suggests that the warlords were a contributing but not directly responsible factor.

A third reason why there was weak government in China from 1911 to 1928 was due to foreign influence. This is due to the "Open Door" policy created by the Western ~~power~~ powers. This policy allowed Western

Firms' unrestricted access to the Chinese market and this resource.
 This resulted in a loss of economic control by
 by the Government of China which resulted in ~~the~~ weak
 and ineffective economic policies, as the interests of
 European and Western powers need to be taken into
 account. This resulted in no significant changes in
 the economic structure of China which required
 public support from overseas. This in turn resulted
 in a loss of support for the Beijing government which further
 inhibited its ability to govern effectively, leading to its
 downfall. Moreover, the 21 Demands by Japan in 1915 also
 contributed to ~~the~~ ~~government~~ ~~of~~ ~~China~~ ~~and~~ ~~its~~ ~~economic~~ ~~development~~
 This is due to ~~the~~ ~~fact~~ ~~that~~ ~~the~~ ~~Japanese~~ ~~acquisition~~ ~~of~~ ~~more~~
~~territory~~ ~~resulted~~ ~~in~~ ~~a~~ ~~complete~~ ~~loss~~ ~~of~~ ~~Chinese~~ ~~economic~~
~~sovereignty~~ ~~over~~ ~~resources~~ ~~in~~ ~~what~~ ~~was~~ ~~then~~ ~~called~~ ~~the~~ ~~Open~~ ~~Ports~~
~~by~~ ~~agreements~~. This ~~was~~ ~~effectively~~ ~~putting~~ ~~China~~ ~~at~~ ~~the~~ ~~mercy~~ ~~of~~
~~the~~ ~~official~~ ~~policy~~ ~~of~~ ~~the~~ ~~British~~ ~~Empire~~ ~~to~~ ~~bring~~ ~~China~~ ~~under~~
~~British~~ ~~control~~ ~~and~~ ~~to~~ ~~use~~ ~~China~~ ~~as~~ ~~a~~ ~~raw~~ ~~material~~ ~~source~~ ~~for~~ ~~its~~ ~~empire~~
~~and~~ ~~to~~ ~~use~~ ~~China~~ ~~as~~ ~~a~~ ~~base~~ ~~for~~ ~~its~~ ~~imperialist~~ ~~activities~~.
~~This~~ ~~was~~ ~~not~~ ~~the~~ ~~only~~ ~~reason~~ ~~for~~ ~~the~~ ~~fall~~ ~~of~~ ~~the~~ ~~Beijing~~ ~~government~~
~~but~~ ~~the~~ ~~main~~ ~~reason~~ ~~for~~ ~~the~~ ~~fall~~ ~~of~~ ~~the~~ ~~Beijing~~ ~~government~~
~~was~~ ~~the~~ ~~loss~~ ~~of~~ ~~economic~~ ~~control~~ ~~over~~ ~~China~~ ~~and~~ ~~its~~ ~~resources~~
~~and~~ ~~the~~ ~~loss~~ ~~of~~ ~~international~~ ~~support~~ ~~for~~ ~~the~~ ~~Beijing~~ ~~government~~
~~in~~ ~~China~~. However, this is not the main factor
 behind China's weak government. ~~The~~ ~~main~~ ~~reason~~ ~~for~~ ~~the~~ ~~fall~~ ~~of~~ ~~the~~ ~~Beijing~~ ~~government~~
 is ~~the~~ ~~loss~~ ~~of~~ ~~economic~~ ~~control~~ ~~over~~ ~~China~~ ~~and~~ ~~its~~ ~~resources~~
 and the loss of international support for the Beijing government.



regarding the 'One Belt Policy' which could have increased the support for the government. This suggests that the political situation was the largest reason for weak governance, as it was the overriding factor which led to increased foreign influence. Therefore, one can consider foreign influence not to be the main factor behind weak government but a contributing factor.

To conclude, the main reason why there was weak government in China in the years 1411-27 was due to the political situation. This was due to the constant clash between rival forms of government which created a sense of ~~chaos~~ chaos and inhibited the government's ability to rule effectively. Furthermore, the ~~proclamation~~ ~~of~~ a final nationalist sentiment ~~which~~ it witnessed the policy of regional above central government which resulted in weakness. Furthermore, it led to the contributing factors of the actions of the warlords and ~~the~~ foreign influence which resulted to further weak government in China. ~~Thus~~ ~~therefore~~ Therefore, one can consider ~~the~~ the unstable political situation to be the overriding reason why there was weak government in China in the years



1911 - 27.

This is a high level 4 response. It has good focus on causation and draws out and discusses the importance of a range of reasons in weakening China in the specified period. It has very secure knowledge. The conclusion is well focused and provides a secure judgement.

Question 3

There were very few responses to this question. The small number who addressed this question demonstrated, in the main, secure knowledge of the development of China's economy in the years 1927-37 and were able to address the work of TV Soong in some detail.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 2 ☒ Question 3 ☒ Question 4 ☒

It is accurate to a certain extent to say that the work of T.V. Soong (宋子文) was responsible for the development of China's economy in the years 1927-37. While Soong contributed greatly to the economy, there were also major policies that were the work of others.

Firstly, wordings in the question must be defined. T.V. Soong was the Minister of Finance for the Republic of China under Chiang Kaishek. "Responsible for" would mean he was the reason for China's economic development and that he alone ~~had~~ is where credit is due. An economy would refer to anything relating to finance, banking, industry and investment alike.

T.V. Soong established the Central Bank, which allowed for government finance to be ~~regulated~~ and monitored and managed properly. Before the Kuomintang (國民黨) took power, the warlords in charge of Beijing would obtain foreign loans whenever available and ~~it drain~~ for their own gain and greed. This drained China's treasury and increased her debt greatly. Soong sought to ~~then~~ change this by establishing a government run bank that would allow for government revenue to be ~~monitored~~ managed properly. This would kickstart an era of an economically stable China. Hence, Soong was greatly responsible for

the development of China's economy in the years 1927-37.

Next, Soong also found ways for the government to increase its revenue while also stimulating the economy and allowing ~~her~~ ~~is~~ the people to become wealthier as well.

He reformed the tax system to accumulate more income for the government, increasing taxes for imports and consumer goods. This led to an increase in demand for local goods since imports were more expensive, allowing

Chinese businessmen to earn more profits. Furthermore, Soong sold off China's debt as services to the people, which greatly improved her ability to pay off debt owed to foreign powers but also allowed people who bought the debts to be wealthier as well. Hence ~~it was~~ Soong was responsible for the development of the Chinese economy.

The Chinese Finance Development Corporation can also be credited to Soong. Looking for a way to attract foreign investment while not needing to give away political power to foreign governments as the Qing (清) government had did, his solution was the Corporation which allowed foreign companies to collaborate with Chinese companies and businessmen on industrial projects. It was a massive success and the growth of foreign investment in China from the years ~~1924~~ 1926 - 1936 rose from 30% to 70%. Soong had managed to restore foreign investors' confidence in China after the tumultuous

warlord era and further strengthened the Chinese economy. Thus, he must be credited for the development of the Chinese economy in the years 1927-37.

However, it may be argued that there were other important people who had part in this development. Multiple policies, including the Finance Development Corporation, are not credited to him [Chinese] alone.

The Chinese Finance Development Corporation was also spearheaded by two others - Jean Monnet and Chiang Kaishek (蔣介石). Chiang had written to the League of Nations for assistance ~~as~~ as he and Soong planned the operations for the Corporation. This had resulted in the economic expert Monnet's arrival in China. He was experienced in helping failing economies and upon analyzing China's situation, suggested that the Corporation invite foreign companies to come collaborate with Chinese companies. While Soong was involved in the establishment of the Chinese Finance Development Corporation, it would not be possible without the involvement and help from Chiang Kaishek and Jean Monnet. Hence, he is not solely responsible for the development of the Chinese economy in the years 1927-37.

Next, it should be noted that Chiang Kaishek also created many economic policies that would impact the economy greatly. To finance the ~~the~~ Second World War, Chiang began to print more banknotes.



This had led to inflation and many people's lives were disrupted as they could no longer afford basic commodities. In an attempt to fix the disaster, Chiang introduced a new currency based on silver to stabilize the economy. This cannot be credited to T.V. Soong as he was not involved, and thus, the development of the Chinese economy in the years 1927-37 cannot be credited to him alone.

Chiang was also responsible for moving many industries and factories to Chongqing. As the Kuomintang government retreated from the advancing Japanese, they decided power plants, factories and entire industries should also follow them from Nanjing to Chongqing. This led to industries such as textiles moving to Chongqing and further down south. The Chinese economy began less and less concentrated in the north but instead became more developed in the south. Since this was Chiang's decision, Soong was not responsible for this development.

In conclusion, ~~S~~ T.V. Soong had a huge part in developing and re-establishing the Chinese economy in the years 1927-37. While he cannot be fully responsible for that, as others such as Chiang Kai-shek also played a part, he contributed greatly to stabilizing the once tumultuous economy as ~~China~~ China left the warlord era.

This is a very effective response that achieved a high level 4. It has a very secure focus on causation and the argument is supported secure knowledge.

Question 4

This was the most popular essay question on the paper and prompted answers across the levels. Most candidates had some knowledge of the Cold War and its impact on China's economy , although some candidates digressed into discussing China's involvement in Korea, for example, with limited focus on the economy which is not a focus in Paper WHIO2 1B. Some candidates devoted much time to other factors that developed the economy and lost a sharp focus on the significance of the Cold War. Most candidates addressed the relationship with the Soviet Union but fewer considered the full date range and looked at the impact on the economy of developing relations with the USA in the 1970s. The best responses were carefully planned answers that had a good grasp of the developments and were able to produce a tightly focused analysis based on significance.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 2 Question 3 Question 4

The Chinese economy during the years of 1949 to 1976 were greatly impacted by the cold war between The U.S.A's capitalist ^{ideology} ~~ideologies~~ and the U.S.S.R.'s communist ideology.

China had aligned themselves with the USSR and formed the sino-soviet alliance, China had been in a backward semi-feudal state post civil war and Mao wanted to industrialize the country. Meanwhile the USSR needed communist ~~all~~ allies and a buffer between capitalist/western supported countries and themselves. Thus the Chinese adopted the successful Russian model of the 5 year plan. Under the first five year plan Mao set out to "walk on two legs" meaning both industry and agriculture output would increase. The USSR sent 10,000 technical advisors and \$300 million loan which was seen as insufficient by Mao however come 1956 the end of the five year plan industrial production had increased by 18% and agriculture by 3.8%, this was seen as a success which would not have

for 'thought reform'. This ~~stunted~~ ~~China's~~
economic development ~~to~~

However the great leap forward (another
soviet style five year plan) greatly destroyed
China's economy which was made worse
with Khrushchev's denouncing of Stalin and
the deterioration of the sino-soviet alliance
where ~~Khrushchev~~ Khrushchev pulled advisors
out and abandoned helping the Chinese
with their nuclear programme, ~~however~~ nevertheless
it was the hatred towards Khrushchev that
led Mao to befriend the West "the enemy of
my enemy is my friend", the U.S ^{opened} ~~gave~~
trade to the communists and accepted Mao
as leader over Khrushchev through ping-pong
diplomacy. Peng Dehuai broke down the
"bamboo curtain" and ~~to~~ took China into
modernization.

* which was afflicted by the teachings of Russian
agrobiologist of Lysenkoism

The cold war provided Mao with examples
of what he didn't want China to become, he
publicly criticized Khrushchev labelling him as a



bourgeoisie and he used such claims towards his own fellow leaders like Zhou Enlai who had had secret meetings with Khrushchev. The cold war gave Mao an image of what China would become if he did not create change which led to the ~~cult~~ cultural revolution where Mao states "~~great chaos~~" "from great chaos grows great order", it is Mao's fearful ideology of 'constant struggle' to remain non-capitalist that led to low morale in workers and decrease in economic production.

The cold war also added Mao Zedong with the mentality that "All political power ~~is~~ grows from the barrel of a gun" as the two superpowers were the most militarily equipped countries and by focusing primarily on improving the military instead of infrastructure which was poor as during the civil war the CCP destroyed railways so that when they came into power only half remained, and the improper building of the Yangtze bridge (gorge) due to time constraints on repaying soviet loan, the communist grabbed the short straw which

would only provide temporary improvements on the economy.

Overall the cold war negatively impacted China's economic development as the Korean war drained their resources, people, and money stunting their growth in the ^{critical} early stages of an emerging country, which is not to say that the cold war did not benefit them, however those benefits (China-America friendship) would only be experienced later on in China's past.

This response achieved level 4. It contains some effective consideration of the Sino-Soviet alliance and its impact on the economy. It makes good points about the impact of the Korean War on the economy. It does occasionally wander into general impacts rather than keeping a sharp focus on the impact on the economy. It is occasionally imprecise in its use of knowledge.

Paper Summary

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

Section A

Value of Source Question (1(a))

- Candidates must be more prepared to make valid inferences rather than to paraphrase the source

- Be prepared to back up inferences by adding additional contextual knowledge from beyond the source
- Move beyond stereotypical approaches to the nature/purpose and authorship of the source e.g. look at the specific stance and/or purpose of the writer
- Avoid writing about the deficiencies of the source when assessing its value to the enquiry.

Weight of Source Question (1(b)/2(b))

- Candidates should be prepared to assess the weight of the source for an enquiry by being aware that the author is writing for a specific audience. Be aware of the values and concerns of that audience.
- In assessing weight, it is perfectly permissible to use contextual knowledge to support/challenge statements and claims made in the source
- Try to distinguish between fact and opinion by using your contextual knowledge of the period
- Knowledge should be integrated with the source evidence, to discuss the inferences drawn and their validity in the light of the contextual understanding of the period.
- In coming to a judgement about the nature/purpose of the source, take account of the weight you may be able to give to the author's evidence in the light of his or her stance and/or purpose
- In assessing weight, it is perfectly permissible to assess reliability by considering what has been perhaps deliberately omitted from the source. However, simply stating that a source is limited because it does not cover certain events or developments does not establish weight since no source can be comprehensive.

Section B

Essay questions

- Candidates must provide more factual details as evidence. Weaker responses lacked depth and sometimes range
- Take a few minutes to plan your answer before you begin to write your response
- Pick out three or four key themes and then provide an analysis of (for e.g.) the target significance mentioned in the question, setting its importance against other themes rather than providing a description of each
- Pay more careful attention to key phrases in the question when analysing and use them throughout the essay to prevent deviation from the central issues and concepts
- Pay careful attention to the date range in the question. Plan the answer with a focus on this range and avoid lengthy exploration of events outside of the time period set
- Try to explore links between issues to make the structure flow more logically and the arguments more integrated.