Pearson Edexcel

Mark Scheme (Results)

January 2024

Pearson Edexcel International Advanced Level in History (WHI02)

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
1	**1–3**	• 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. • Some relevant contextual knowledge is included but presented as information rather than applied to the source material. • Evaluation of the source material is assertive with little substantiation. The concept of value may be addressed, but by making stereotypical judgements.
2	**4–6**	• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making inferences relevant to the question. • Contextual knowledge is added to information from the source material, but mainly to expand or confirm matters of detail. • 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.
3	**7–10**	• 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. • Sufficient knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail. • 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.

Section A: Question 1(b)

Target: **AO2 (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
1	**1–3**	• 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. • Some relevant contextual knowledge is included, but presented as information rather than applied to the source material. • Evaluation of the source material is assertive with little supporting evidence. The concept of reliability may be addressed, but by making stereotypical judgements.
2	**4–7**	• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making inferences relevant to the question. • Contextual knowledge is added to information from the source material but mainly to expand, confirm or challenge matters of detail. • 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.
3	**8–11**	• 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. • Detailed knowledge of the historical context is deployed to explain or support inferences as well as to expand, confirm or challenge matters of detail. • 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.
4	**12–15**	• 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. • 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. • 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.

Section B

Target: **AO1 (25 marks):** Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material
1	**1–6**	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	**7–12**	• There is some analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited support and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	**13–18**	• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although some mainly descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence or precision.
4	**19–25**	• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence or precision.

Section A: indicative content

Option 1B: China, 1900–76

Question	Indicative content
1a	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. Other relevant material not suggested below must also be credited. Candidates are required to analyse the source and consider its value for an enquiry into the impact of the Cultural Revolution (1966-76) on families. 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: • It provides evidence that the Cultural Revolution damaged the relationship between some children and their parents ('My childish action deeply hurt my relationship with my parents.') • It suggests that children were influenced more by Mao's ideology than by their families ('we were brought up with revolutionary ideas', 'I wrote a big character poster denouncing them to show my loyalty to Mao.') • It suggests that the Cultural Revolution had a widespread negative impact on families ('my family and I were relatively lucky compared with thousands of innocent people who died'). 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: • Fan Cao had direct experience of the Cultural Revolution as a teenager and was keenly aware of the impact of the revolution on her family who were treated as 'anti-revolutionists' • Fan Cao published her memoirs nearly five decades after the Cultural Revolution, which gave her time to reflect upon her teenage experiences and assess them later when she became an adult • The content and tone give a very candid account of Fan's original indoctrination, her denunciation of her parents and her later feelings of shame. 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: • The traditional family structure was included within the 'four olds'. Children were told to look to Mao and the CCP as their true parents and deserving of their complete loyalty • Young people were encouraged to denounce relatives who showed the slightest sign of adherence to old 'bourgeois' values • The 'up to the mountains and down to the villages' campaign disrupted family life by taking children away for a prolonged period. It was during this campaign that many youths become disillusioned with Mao. Other relevant material must be credited.

Question	Indicative content
1b	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. Other relevant material not suggested below must also be credited. Candidates are required to analyse and evaluate the source in relation to an enquiry into the impact of the Great Leap Forward. 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: • Henry Kissinger had travelled to China and met its leaders. His perspective on China would have been informed by his contacts and his observations during his visits • As National Security Advisor and Secretary of State, Kissinger was an expert in foreign affairs and privy to knowledge at the highest of government levels, which would inform his understanding China's policy • Kissinger's book was not subject to any form of censorship. As an American, he was highly likely to take a negative view of communist economic planning • Kissinger was not present in China during the Great Leap Forward and did not visit until more than a decade later. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It claims that the Great Leap Forward was built upon unrealistic targets ('unrealistic challenge. The Great Leap Forward's production goals were excessive.') • It suggests that the Mao's claims in the Great Leap Forward led to a deterioration of relations with the Soviet Union ('make China the ideological centre of the Communist world') • It indicates that the nature of the planning encouraged poor economic decisions ('falsified their figures ', 'encouraged the melting down of useful implements as scrap to fulfil the quotas') • It provides evidence that the Great Leap Forward was a failure ('outcome … was brutal. …one of the worst famines in human history, leading to the deaths of over twenty million people'). 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: • The Great Leap Forward was characterised by high targets and large-scale projects. Production of steel and coal almost doubled • The backyard furnace campaign resulted in the destruction of woks and tools to produce worthless steel • The Great Leap Forward, including rapid collectivisation, the 'sparrowcide' campaign, and the support for Lysenkoism, resulted in famine • The Soviet Union withdrew its scientists and technicians from China in 1961. Other relevant material must be credited.

Section B: Indicative content

Option 1B: China, 1900–76

Question	Indicative content
2	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. Candidates are expected to reach a judgement about whether the impact of the Boxer Rebellion was the main reason why China was weakened in the years 1900-19. The arguments and evidence that the impact of the Boxer Rebellion was the main reason why China was weakened in the years 1900-19 should be analysed and evaluated. Relevant points may include: • The impact of the Boxer Rebellion caused China to be weakened financially. In the Protocol, the western powers imposed a financial penalty of £67 million on China, to be paid over 39 years • The impact of the Boxer Rebellion caused China to be weakened militarily. The westerners insisted on the destruction of China's military fortifications and its arsenal of weapons. Foreign soldiers were placed in Beijing • Foreign companies took advantage of the weakness of the Qing in the wake of the Boxer Rebellion. They gained further concessions over China's railways and ensured foreign control of vital infrastructure • The impact of the Boxer Rebellion caused revolutionary ideas to spread. These contributed to the 1911 Revolution, which led to the disintegration of government in China and hence its political weakness. The arguments and evidence that there were other, more important reasons why China was weakened in the years 1900-19 should be analysed and evaluated. Relevant points may include • Yuan Shikai's actions weakened China. In 1913, he pledged China's future tax revenues to an international banking consortium and so placed the administration of China's finances in foreign hands in return for a loan • Yuan's need to shore up his government led him to recognise British control of Tibet and Russian control of Outer Mongolia. His actions weakened China by further losses of its independence • The growth in Japan's strength was a major cause of China's humiliation and weakness. During the First World War, the Allies tolerated Japanese expansion in the Shangdong Province because they needed its support • Japan forced Yuan to accept the Twenty-One Demands in 1915, which gave Japan control of China's factories, railways and ports. A Day of National Humiliation was declared on 7 May 1915 in China • China was weakened by the outcome of the First World War. Its limited role, entering in only 1917, contributed to the decision to grant the German possessions in China to Japan in the Treaty of Versailles, 1919. Other relevant material must be credited.

Question	Indicative content
3	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. Candidates are expected to reach a judgement about whether Chiang Kai-Shek succeeded in restoring order in China in the years 1927-37. The arguments and evidence that Chiang Kai-Shek succeeded in restoring order in China in the years 1927-37 should be analysed and evaluated. Relevant points may include: • By 1928, Chiang had brought the warlords under control in the Northern Expedition, defeated the challenges of the Communists in the Autumn Rising, and was able to start shaping China according to GMD policies • Chiang restored order to China's financial position. He brought banks under the control of the Central Bank of China and set up a National Resources Commission to develop and negotiate foreign trade deals • Chiang used the New Life Movement to reassert Confucian values of social harmony and to encourage people to expose and fight corruption in public life • Chiang forced the Communists out of the Jianxi Soviet in 1934 and, during the Long March, reduced their numbers from 100,000 to less than 20,000. He appeared to have unshakeable control over much of China. The arguments and evidence that Chiang Kai-Shek failed in restoring order in China in the years 1927-37 should be analysed and evaluated. Relevant points may include: • Despite the claim that he had defeated the warlords, Chiang had only partial control. Not all warlords had been crushed, and some only agreed to accept the GMD if they were allowed to keep their private armies • Chiang's government was compromised by his co-operation with some of the most disreputable elements of Chinese society, e.g. co-operating with Green Gang to control the opium trade • Chiang failed to deal with the landlords and hence did not tackle the pressing problem of rural poverty, which undermined any attempts to bring order to the countryside as peasants began to support the CCP • Order was undermined by Chiang's acceptance of the Japanese occupation of Manchuria beginning in 1931, and by the outbreak of full-scale war with Japan in 1937. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement about whether the Communist regime succeeded in suppressing the influence of all religions in China in the years 1949-76. The arguments and evidence that the Communist regime succeeded in suppressing the influence of all religions in China in the years 1949-76 should be analysed and evaluated. Relevant points may include: • The CCP banned public practising of Buddhism. In 1959, it used the PLA to suppress Buddhists, attacked monks and nuns and destroyed monasteries. The Dalai Lama fled. Attacks continued in the Cultural Revolution • The CCP denounced Confucianism as one of the 'Four Olds'. During the Cultural Revolution, students ransacked Confucius' hometown and destroyed its monuments. Ancestor worship was banned • The CCP closed Christian churches and attacked the Church as an institution. Despite the establishment of the 'Protestant Church Movement', Protestant missionaries were driven out of China by 1952 • The Communist regime attacked Catholic clergy and placed Catholics under surveillance. Rosaries and crucifixes were banned, and missionaries driven out. By 1953, there were only 364 Catholic missionaries left • The regime attacked the Muslim Uighur people, forcing their children out of mosque schools, enforcing 'thought reform' and redistributing mosque land. Muslims were tortured in the Cultural Revolution. The arguments and evidence that the Communist regime failed in suppressing the influence of all religions in China in the years 1949-76 should be analysed and evaluated. Relevant points may include: • Despite periodic clampdowns, Buddhism continued to be widely practised in China • It proved impossible to stamp out Confucian views on the family and social harmony, which were too deeply ingrained in Chinese society • Christian ministers who remained in China continued to administer to the faithful in private • Despite attacks, Islam endured communist rule. The influence of Muslim communities in Pakistan and the Soviet Union meant that the CCP allowed mosques to remain open and Muslim festivals to be celebrated. Other relevant material must be credited.

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