Pearson Edexcel

Mark Scheme (Results)

June 2024

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.

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 freedoms granted to women in the 1950 Marriage Law. 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 suggests that women will be able to exercise choice in marriage ('abolition of the feudal marriage system', 'set our women free from the bondage imposed upon them by the old system') • It claims that the Marriage Law will bring equality for women ('equal rights for both men and women') • It indicates that the new freedoms will not be easy to enforce ('the feudal marriage system is deep-rooted. … not easy to implement the new policy regarding marriage. Even in the areas long under Communist rule'). 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: • The article was written by a leading legal expert in the PRC who was well qualified to comment on the intentions of the Marriage law • The article was published in the CCP's newspaper and clearly outlined the CCP's ideology in framing the Marriage Law • Chang was not a CCP member and his article, approved by CCP censors, is frank in referring to the challenges involved in achieving the freedoms enshrined within it. 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 1950 Marriage Law banned arranged marriages, the payment of dowries and the keeping of concubines • Women were granted equal rights with men to request a divorce • Women were permitted to own, buy and sell their own property • There were difficulties in enforcing the Marriage Law in rural areas. Husbands continued to expect to profit from marriage and women who divorced their husbands were treated as outcasts.

	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 attitudes of civilians to the soldiers of the Guomindang and Communist sides during the Long March. 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: • He Manqui gave the account more than fifty years after the event when she had had time to reflect upon her experience of the CCP and GMD sides • He Manqui's recall of events may well have been affected by forty years of living under Communist rule and its censorship policies • He Manqui had joined the Red Army and was therefore not an impartial witness • As a member of a relatively prosperous family, He Manqui's support for the CCP demonstrates that the Red Army had a wider appeal than poor peasants. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It indicates that richer families were typically afraid of the CCP and its army ('the rich families fled') • It implies that the GMD army was a defeated rabble ('forced back by the Red Army. They were awful – their caps were on backwards; their clothes were scruffy') • It suggests that peasants feared mistreatment by the GMD ('these Guomindang soldiers would take everything they could from the local people') • It provides evidence that peasants supported the Red Army ('a poor man, told us the Red Army was coming here to liberate the poor ..... The local people were offering them food.'). 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: • Mao imposed strict rules on the Red Army to treat peasants fairly and not to damage their crops, which helped to win over peasants to the CCP during the Long March • Peasants feared the GMD troops who had a reputation for burning homes and stealing their food • The GMD were associated with tax collectors and landlords and were unpopular in the countryside. 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 the extent to which the key features of the Imperial government changed in the years 1900–11. The arguments and evidence that the key features of the Imperial government changed in the years 1900-11 should be analysed and evaluated. Relevant points may include: • The authority of the Imperial house diminished after Dowager Empress Cixi's support for the Boxers and the settlement imposed on China by the foreign powers • Dowager Empress Cixi introduced reforms that changed the nature of government, e.g. the introduction of provincial assemblies, which gave limited rights to vote in 1909 • Imperial government was further weakened after the deaths of Dowager Empress Cixi and Emperor Guangxu. Prince Chun, regent for two-year old Emperor Pu Yi, was inexperienced and a weak ruler • The civil service was reformed in 1905 and the removal of the traditional examination enabled classes other than the Mandarins to access government positions • The relationship between the Imperial house and the army changed. The reform of the army with the introduction of regional armies weakened the military arm of the Imperial government. The arguments and evidence that the key features of the Imperial government did not change in the years 1900–11 should be analysed and evaluated. Relevant points may include: • Despite the civil service reform, the business of government continued to be carried out by the Mandarin class throughout the period • Imperial government under the control of the Qing dynasty remained in power until the 1911 revolution • The new National Consultative Council was dominated by the Manchus, meaning that change was resisted • Although provincial assemblies were introduced, only 0.4 per cent of the population were allowed to vote and the changes were delayed for nine years, meaning that in real terms there was no change.

	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 the significance of Japan's influence on China in the years 1900–19. The arguments and evidence that Japan's influence on China in the years 1900– 19 was significant should be analysed and evaluated. Relevant points may include: • The impact of Japan's victory in the Sino-Japanese war increased Japanese influence in Manchuria, which it aspired to possess. It achieved a series of victories in Manchuria during the Russo-Japanese War 1904–05 • The majority of the 20,000 troops in the Eight Nation Army sent to crush the Boxer Rebellion were Japanese. This was an indication of the importance Japan attached to extending its influence in China • The outbreak of the First World War gave Japan the opportunity to strengthen its grip on China. In 1915, it seized Shandong and imposed the 21 Demands that significantly undermined China's independence • In the Treaty of Versailles, 1919, Germany's concessionary rights in Shandong were transferred to Japan, confirming the significance of Japan's influence in China. The arguments and evidence that Japan's influence on China in the years 1900– 19 was not significant/ there were other, more significant, influences on China in the years 1900-19 should be analysed and evaluated. Relevant points may include: • Britain controlled China's internal trade via its control of Shanghai and the river traffic on the Yangtze. This gave Britain significant influence over the economic development of China • Russia increased its influence over China in the early 20th Century with its railway concession in Manchuria. This undermined Japanese ambitions to control Manchuria • Japan's influence on China was curbed by Britain who forced it to withdraw certain clauses in the 21 Demands that would have given Japan complete control over the seas in the Far East • The USA was influential in persuading China to enter the First World War in 1917 by providing a substantial loan and promising a seat at the peace talks • Western missionaries had a significant influence over education and social development. Missionary schools provided education to girls and Christian missions led movements like banning foot binding. 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 impact of the Great Leap Forward was the main cause of economic problems in China in the years 1958–76. The arguments and evidence that the impact of the Great Leap Forward was the main cause of economic problems in China in the years 1958–76 should be analysed and evaluated. Relevant points may include: • The Great Leap Forward led to a disastrous famine in China. The failure of the communes, the consequences of the Four Noes campaign and the implementation of Lysenkoism led to crop failure and millions of deaths • Steel production was undermined by the backyard furnaces that destroyed useful tools and cookware while producing worthless steel. There was barely any increase in steel production in the early 1960s • Mao's insistence that the Great Leap Forward would demonstrate the superiority of Chinese communism led to the withdrawal of Soviet scientists in 1960, causing a shortage of technical expertise • The Great Leap Forward devolved planning to Party cadres. This encouraged the setting of ambitious targets and lying about the results, a problem that made sound economic planning impossible • The economic dislocation caused by the Great Leap Forward delayed the introduction of the Third Five Year Plan from the intended start date of 1963 until 1966. The arguments and evidence that the impact of the Great Leap Forward was not the main cause/there were other more important causes of economic problems in China in the years 1958–76 should be analysed and evaluated. Relevant points may include: • In the years 1962–66, the problems caused by the Great Leap Forward were addressed by Deng and Liu. By 1965, China had recovered much of the lost production and industrial production was much improved • Weather conditions, including drought and floods, played a key role in the crop failures and poor harvests at the end of the 1950s, which damaged agricultural progress • The cost of the loans provided by the Soviet Union in the 1950s meant that China was obliged to export millions of tonnes of grain to the USSR, even during periods of food shortage and famine • The purge of managers and technicians and their replacement by Revolutionary Committees during the Cultural Revolution caused significant declines in the efficiency of Chinese industry • In the years 1975–76, the focus on the ideological battle between the Gang of Four and the pragmatists resulted in a lack of attention to the economy. There was almost no growth recorded in 1976. Other relevant material must be credited.

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