Mark Scheme (Results)

January 2025

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

Paper 2: Breadth Study with Source Evaluation

Option 1B: China, 1900–76

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

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 responses to the Hundred Flowers Campaign. 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 of support for the Communist Party ('liberation by the Communist Party in 1949, intellectuals favourably supported the Party and accepted the leadership') • It suggests that a key response to the Hundred Flowers Campaign was to criticise the abilities of members of the Party ('capabilities of many Party men have not matched their duties. They have mismanaged their jobs') • It suggests that the Hundred Flowers Campaign was regarded as an opportunity to remind the CCP that it depended on the support of the people for its power ('members of the public … are masters of the nation') • It suggests that the Hundred Flowers Campaign provided the opportunity to vocalise a widespread discontent with the Party ('relations between the Party and the masses have not been good', 'relations … tense.'). 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 statement was submitted by a newspaper editor belonging to a party that was in partnership with the CCP • The statement was written at a time when people had been encouraged to voice their thoughts on the Communist Party and its achievements and is therefore not subject to stringent levels of self-censorship • The tone and content are broadly sympathetic to the CCP, whilst highlighting problems and failures, and has a ring of honesty about 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: • When Mao announced the Hundred Flowers Campaign, the intention was to resolve the tensions between intellectuals and the Party through self-criticism and to unleash an energy that would reinvigorate China • The CCP newspaper *The People's Daily* wrote an editorial encouraging the Campaign and newspapers across China followed its lead and began publishing criticisms of the Party • Many commentators believed that the true purpose of the Hundred Flowers Campaign was to entrap Mao's critics. Once they had revealed themselves, they could be removed • Initially criticism was limited, even trivial, but as the Campaign grew in strength, a torrent of criticism was unleashed. Even Mao was not spared. A clampdown in the Anti-Rightest Campaign quickly followed. 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 reasons for the Boxer Rising in 1900. 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: • The placard was typical of placards posted to attract supporters to the Boxer cause at this time • The anonymity of the placard meant the writer was free to express views without fear for any personal consequences • The tone and content of the placard make it clear that this was primarily propaganda and exaggerated in its content in order to attract support. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It claims that drought was a cause of the Boxer Rising ('It has not rained recently in China') • It claims that opposition to Christianity was a cause of the Boxer Rising ('Catholic and Protestant religions, which do not respect our gods') • It suggests that the Boxer Rising was driven by hatred of foreigners ('clear all foreigners from the Empire.', 'until all foreigners have been exterminated', 'wells poisoned by foreigners') • It implies that the Rising was akin to a holy mission and driven by religious fervour ('you gain one supporter …If you gain five supporters … if you gain ten supporters ... whole village will be saved'). 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: • In attempting to modernise China, the Qing had made concessions to foreigners that were bitterly resented by many Chinese who hated the 'foreign devil', his technology and his religion • The Dowager Empress Cixi encouraged attacks on foreigners to deflect criticism of imperial rule • Natural disasters, such as flood and famine, galvanised peasants into action • The Boxers claimed that the Dowager Empress had lost the Mandate of Heaven by her dealings with foreigners and rebellion was necessary to restore it. 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 river traffic was more significant than railways in the development of China's economy in the years 1900-27. The arguments and evidence that river traffic was more significant than railways in the development of China's economy in the years 1900-27 should be analysed and evaluated. Relevant points may include: • River traffic played a key role in China's economic development; the Yangtse River was navigable from the port at Shanghai for 1400 miles upstream to the cities of Nanjing and Wuhan • In terms of cost, river traffic was relatively cheap, especially in the Hebei region, and therefore carried large volumes of goods, which played an important role in the development of the economy • River systems were vital for the development of agriculture. About 50 per cent of agricultural products were transported by river to market. They were vital during the warlord period when railway traffic was disrupted • The development of railways was uneven and some parts of China were not served by them. The arguments and evidence that railways were more significant than river traffic in the development of China's economy in the years 1900-27 should be analysed and evaluated. Relevant points may include: • The railways had the advantage of being usable all year round. The river systems around northern Hebei and Manchuria were closed for four months in the winter and hampered by silting and low water in summer • In the years 1900-27, there was great expansion in railway construction and rolling stock. Expansion of the railways offered the opportunity for the economic development and economic prosperity to most regions in China • Railway building was essential for improving communications in China; Beijing was designed as the centre of the Chinese railway network with three major lines radiating out from it • There was huge investment in railways that also benefitted other industries. The South Manchurian Railway consortium opened up coal mines and developed the land on either side of the railway lines • The importance of railways was shown by outrage over the Qing government's decision to nationalise provincial railway companies and grant railway concessions to foreign banks in exchange for loans. 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, in the years 1931-45, the main consequence of Japanese expansion in China was the strengthening of the Chinese Communist Party. The arguments and evidence that, in the years 1931-45, the main consequence of Japanese expansion in China was the strengthening of the Chinese Communist Party should be analysed and evaluated. Relevant points may include: • In response to Japanese expansion, in 1936, Chiang was forced to agree to form a new United Front between the GMD and CCP with the aim of defeating Japan. This halted the GMD's attempts to destroy the CCP • The attack on Japanese forces in Shanghai in 1937, sucked the GMD into a war that they had hoped to avoid and meant that the Communists in the north were able to survive and expand • As the nationalist regime suffered defeats at the hand of the Japanese, the Communists were increasingly seen as the real hope for China. In the north, peasants joined communist guerrilla groups to fight against Japan • The destruction of thousands of Communists by the GMD in 1941 provided useful propaganda that ultimately strengthened the CCP. It argued that it had made sacrifices to defeat Japan while the GMD acted treacherously. The arguments and evidence that, in the years 1931-45, there were other, more important, consequences of Japanese expansion in China than the strengthening of the Chinese Communist Party should be analysed and evaluated. Relevant points may include: • Initially the Japanese invasion did not strengthen the CCP. Chiang devoted his energies to defeating the Communists, e.g. in the Long March, rather than focusing on driving out the Japanese • The establishment of the puppet state of Manchukuo, ostensibly under the rule of the ex-Emperor Puyi was a key consequence of the Japanese expansion in China. It was held by Japan for 14 years • The weakening of the GMD was a key consequence of Japanese expansion. Chiang's initial reluctance to fight Japan, his ineffective military leadership and poor treatment of troops significantly weakened the GMD • A tremendous loss of life was a key consequence of the Japanese expansion in China. In the years 1937-45, official statistics put China's civilian and military casualties at 20 million dead and 15 million wounded. 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 main consequence of the Cultural Revolution (1966-76) was the strengthening of Mao's control over China. The arguments and evidence that the main consequence of the Cultural Revolution (1966-76) was the strengthening of Mao's control over China should be analysed and evaluated. Relevant points may include: • Mao strengthened his control by using the Cultural Revolution to purge the CCP of 'revisionist elements'. By 1969, over 70 % of local party officials and 60 % of the highest-ranking national officials had been removed • Mao strengthened his control by using the Cultural Revolution to remove leading party members who had opposed or questioned his policies, e.g. Liu Shaoqi • The Cultural Revolution significantly enhanced Mao's power and position as the unchallenged leader of China. The Cult of Mao reached its height at this time and was particularly influential on the young • Mao was responsible for setting up the Central Cultural Revolution Group under the leadership of his fanatical supporter Chen Boda. The CCRG was dominated by Maoists who enforced absolute obedience to Mao. The arguments and evidence that there were other, more important, consequences of the Cultural Revolution (1966-76) than the strengthening of Mao's control over China should be analysed and evaluated. Relevant points may include: • Mao's authority was challenged during the early stages by Liu and Deng, who tried to divert criticisms away from the Party and, in the later stages, by the Gang of Four, taking advantage of his weaknesses • The Cultural Revolution significantly enhanced the position of Jiang Qing. She introduced a strict system of censorship, destroyed creativity in the arts and reduced China to a cultural desert • The Cultural Revolution damaged the progress in healthcare and education. Doctors and teachers were suspected of being enemies; operations were cancelled, and schools were closed from 1966-70 • A key consequence of the Cultural Revolution was its destructive impact on the economy, particularly in the years 1966 and 1970 when industrial production fell by 13 per cent • The loss of life as a direct result of the Cultural Revolution was significant. Recent estimates suggest that two million people were killed. Other relevant material must be credited.

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