



Mark scheme

Summer 2019 (Results)

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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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: A02 (15 marks): Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
1	1–3	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<p>Answers will be credited according to their deployment of material in relation to the qualities outlined in the generic mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates are required to analyse the source and consider its value for an enquiry into the impact of the Japanese invasion of Manchuria in 1931.</p> <p>1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:</p> <ul style="list-style-type: none">• It provides evidence that the state of Manchukuo was established by force ('Commission's conclusion was that the new State could not have been formed, without the presence of Japanese troops')• It provides evidence that the Japanese used violence against the Chinese people to establish control ('a mass slaughter of thousands of innocent men, women, and children')• It implies that the rural economy of Manchuria has been destroyed ('complete destruction of farms'). <p>2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:</p> <ul style="list-style-type: none">• Colonel Thomas Tchou was a high ranking official in the Chinese government and in a good position to assess the impact of the Japanese invasion of Manchuria• Tchou had clearly studied the findings of the Lytton Commission and was therefore able to comment on them with some authority• Tchou clearly represents Chinese anger about the occupation of Manchuria and the subsequent attack on Shanghai. <p>3. Knowledge of the historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:</p> <ul style="list-style-type: none">• The League of Nations criticised Japanese atrocities in Manchuria but this had no impact on Japan or on the situation in China• In 1932 the Japanese killed hundreds of civilians in their aerial bombing of Shanghai and caused massive damage to the city costing an estimated US\$1.5 billion• The Japanese set up an independent government in Manchukuo under the nominal headship of the last emperor, Pu Yi. <p>Other relevant material must be credited.</p>

Question	Indicative content
1b	<p>Answers will be credited according to their deployment of material in relation to the qualities outlined in the generic mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates are required to analyse and evaluate the source in relation to an enquiry into the achievements of the Great Leap Forward.</p> <p>1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences:</p> <ul style="list-style-type: none"> • The <i>Beijing Review</i> was written in China at the time of the Great Leap Forward and gave the official view on its achievements • The purpose of the article was clearly propaganda to persuade a foreign audience that the Great Leap Forward was a success • The language deliberately downplays problems encountered in the Great Leap Forward. <p>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences:</p> <ul style="list-style-type: none"> • It claims it was a great success in increasing agricultural output ('the output of food crops will be about 10 per cent greater than in 1958', 'an overall increase in the total value of rural production') • It claims that problems caused by the weather were very limited ('excellent results were gained in spite of bad weather') • It suggests that communist policies are so superior that they could overcome natural disasters ('drought-stricken provinces actually reaped record harvests'). <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include:</p> <ul style="list-style-type: none"> • There were some outstanding results in 1958 in the production of steel, coal and wood, but quality of steel produced in the villages was worthless and left most households without woks • The establishment of backyard furnaces in rural locations took men away from agriculture and negatively impacted on grain output • The Great Leap Forward included forced collectivisation, which was resisted and contributed to falling grain yields • A famine began in China in 1958 and millions died. <p>Other relevant material must be credited.</p>

Section B: Indicative content

Option 1B: Option 1B: China, 1900–76

Question	Indicative content
2	<p>Answers will be credited according to their deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether, in the years 1900–49, the lives of women in China remained unchanged.</p> <p>The arguments and evidence that, in the years 1900–49, the lives of women in China remained unchanged should be analysed and evaluated. Relevant points may include</p> <ul style="list-style-type: none">• Women had inferior status to men throughout the period. They were regarded as the property firstly of their fathers and then of their husbands; they had few legal rights and could not own property• Girls were subject to arranged marriages sealed by the payment of a bride price. This was near universal in rural area and, before 1945, 95 per cent of marriages in China were arranged marriages• Foot binding survived in parts of China into the 1940s• Women’s work was centred on the home; preparing food, cleaning and looking after children. Most women also performed some manual labour; spinning, weaving, sewing or agricultural work. <p>The arguments and evidence that in the years 1900–49, the lives of women in China did change should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Mao opposed arranged marriages and insisted that women were the equals of men in the Jiangxi and Yanan soviets in the 1930s and 1940s• The practice of foot binding declined in the 1920s; it was outlawed by the CCP and it was criticised as evidence of national backwardness by intellectuals in a national campaign• Attitudes towards women in the home began to change; in the early 1920s, Chinese intellectuals began a movement to educate women and train them for their roles as household managers• The New Culture Movement, which began in 1915, promoted free-choice marriage. This was later codified in GMD laws. The GMD promoted a reform campaign against underage marriages. <p>Other relevant material must be credited.</p>

Question	Indicative content
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<p>3</p>	<p>Answers will be credited according to their deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether Sun Yat-Sen was the most significant individual in the development of the Guomindang during the 1920s.</p> <p>The arguments and evidence that Sun Yat-Sen was the most significant individual in the development of the Guomindang in the 1920s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Sun was responsible for reforming the GMD in 1919, securing funding for it from expatriate Chinese and in establishing it at its base in Guangzhou • In 1923 Sun outlined the political ideology of the GMD in the Three Principles of the People. This key development provided the party with positive objectives and a definite programme • In 1924 Sun founded the Whampoa Military Academy. Its purpose was to train GMD army recruits. It was a key development as from this point the GMD became essentially a military organisation • In 1924–25, Sun laid the basis for China’s reunification under GMD control though a series of meetings with northern leaders. He focused the party on the need to destroy the warlords • Sun was responsible for developing the cooperation of the GMD with the Comintern and the CCP. In 1923 he agreed a Pact of Friendship between Moscow and the GMD. <p>The arguments and evidence that others were more significant than Sun Yat-sen in the development of the Guomindang during the 1920s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • In 1924, Borodin of the Comintern played a major role in drafting a new GMD constitution based on the Three Principles but it was Leninist in character • Borodin was very influential in developing an effective GMD army and in shaping the United Front, which directed its force against the warlords in the Northern Expedition • Chiang Kai-shek played a vital role in developing the NRA, leading the GMD after Sun’s death, launching the Northern Expedition, breaking the United Front and shaping the new GMD government. <p>Other relevant material must be credited.</p>
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Question	Indicative content
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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 key features of the Hundred Flowers Campaign and the key features of the Cultural Revolution were very similar.

The arguments and evidence that the key features of the Hundred Flowers Campaign and the Cultural Revolution were very similar should be analysed and evaluated. Relevant points may include:

- They had similar causes: In the Hundred Flowers Campaign Mao wanted to shake up the CCP and identify those who were corrupt or disloyal; the Cultural Revolution was seen as a means of removing opponents who did not agree with Mao on policy
- Young people played a key role in promoting the Hundred Flowers Campaign and the Cultural Revolution and in using violent methods to achieve their aims
- Both campaigns went further than Mao had intended and had to be modified. The Hundred Flowers Campaign was brought to an end by the Anti-Rightist Campaign and the Cultural Revolution required the PLA to restore order and young people were sent to the villages
- Both campaigns resulted in cultural and political conformity. Opponents were punished and many sentenced to prison camps and an atmosphere of fear generated in China.

The arguments and evidence that the key features of the Hundred Flowers Campaign and the key features of the Cultural Revolution were different should be analysed and evaluated. Relevant points may include:

- The purpose of the Hundred Flowers Campaign was to encourage criticism of the party and government to facilitate intellectual freedom and advance industrialisation but the Cultural Revolution was intended to enforce Mao's vision of communism
- The impact on Mao's leadership differed. The focus in the Hundred Flowers Campaign turned to criticism of Mao and the CCP leadership, whereas in the Cultural Revolution the Cult of Mao was promoted and became a key feature
- The impetus for the Hundred Flowers Campaign and the Cultural Revolution was different; the Hundred Flowers Campaign was a reaction to threats to communism outside the party, whereas the Cultural Revolution was a reaction to Mao's perceived threats from the party bureaucracy
- The campaigns differed in length and in their impact. The Hundred Flowers Campaign lasted a year and had a limited impact, whereas the Cultural Revolution lasted a decade and had a profound effect on culture, education and politics.

Other relevant material must be credited.

