



# Mark Scheme (Provisional)

Summer 2021

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
<b>1</b>	<b>1–3</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• Some relevant contextual knowledge is included but presented as information rather than applied to the source material.</li><li>• Evaluation of the source material is assertive with little substantiation. The concept of value may be addressed, but by making stereotypical judgements.</li></ul>
<b>2</b>	<b>4–6</b>	<ul style="list-style-type: none"><li>• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making inferences relevant to the question.</li><li>• Contextual knowledge is added to information from the source material, but mainly to expand or confirm matters of detail.</li><li>• 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.</li></ul>
<b>3</b>	<b>7–10</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• Sufficient knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail.</li><li>• 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.</li></ul>

### 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
<b>1</b>	<b>1–3</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• Some relevant contextual knowledge is included, but presented as information rather than applied to the source material.</li><li>• Evaluation of the source material is assertive with little supporting evidence. The concept of reliability may be addressed, but by making stereotypical judgements.</li></ul>
<b>2</b>	<b>4–7</b>	<ul style="list-style-type: none"><li>• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making inferences relevant to the question.</li><li>• Contextual knowledge is added to information from the source material but mainly to expand, confirm or challenge matters of detail.</li><li>• 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.</li></ul>
<b>3</b>	<b>8–11</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• Detailed knowledge of the historical context is deployed to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li><li>• 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.</li></ul>
<b>4</b>	<b>12–15</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• 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.</li></ul>

## 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
	<b>0</b>	No rewardable material
<b>1</b>	<b>1–6</b>	<ul style="list-style-type: none"><li>• Simple or generalised statements are made about the topic.</li><li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li><li>• The overall judgement is missing or asserted.</li><li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li></ul>
<b>2</b>	<b>7–12</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• An overall judgement is given but with limited support and the criteria for judgement are left implicit.</li><li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li></ul>
<b>3</b>	<b>13–18</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li><li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence or precision.</li></ul>
<b>4</b>	<b>19–25</b>	<ul style="list-style-type: none"><li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period.</li><li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li><li>• 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.</li><li>• 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.</li></ul>

## Section A: indicative content

### Option 1B: China, 1900-76

Question	Indicative content
<b>1a</b>	<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 outcome of the civil war in the years 1946-49.</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"><li>• It suggests that the Communist victory was surprising ('Mao's chances of success were very limited')</li><li>• It claims that the Communist victory was secured by greater morale ('Determination is always important in achieving victory, and it is morale that wins battles.')</li><li>• It suggests that Mao won over the people by a combination of xenophobia and promises of a better life under Communism ('nationalism and the hatred of foreigners', 'desires for social justice').</li></ul> <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"><li>• The author, a French general, had no vested interests in Mao's victory and offers an outsider's opinion on events</li><li>• The source was based upon intelligence reports and would aim to be factually accurate</li><li>• The source was published in 1952, shortly after the Communist victory, and so gave an immediate reaction to the event, without the influence of hindsight.</li></ul> <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"><li>• Chiang Kai-shek was a poor military leader who made a major strategic error in choosing to deploy so many resources in the North, e.g. in the Huai-Hai campaign</li><li>• The Communists successfully won the support of the peasants by use of propaganda and by encouraging poor peasants to seize land from their landlords</li><li>• Mao could contrast his previous role in driving the Japanese out of China with Chiang's accommodation of the Japanese in the 1930s to win the support of nationalist-minded Chinese.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
<b>1b</b>	<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 promotion of change in relations between men and women in communist China in the years 1949-66.</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"> <li>• The handbook is a set of instructions and outlines the thinking of the Communist Party that it expected to be implemented by the cadres</li> <li>• The handbook has a propaganda purpose to remove the old ideology towards relations between the sexes</li> <li>• The handbook reflects what the Communist Party wanted and not necessarily what happened.</li> </ul> <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"> <li>• It suggests that the role of the family in determining relations was to be diminished ('Some young people are introduced to their partners by family ... It is better for young men and women to find their beloveds')</li> <li>• It indicates that greater freedom in relationships was beneficial to building a communist society ('comradely relationship is beneficial to building socialism')</li> <li>• It claims that there will be a fundamental change in the ideology regarding relationships ('We must clear away the remains of old-fashioned ideology')</li> <li>• It suggests that there is some continuity with old beliefs about relations between young men and women ('should never have improper sexual relationships').</li> </ul> <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"> <li>• In pre-Communist China, marriages had been arranged by the family to the advantage of those families</li> <li>• The 1950 Marriage Reform Law banned arranged marriages and dowries and granted men and women equal rights in seeking a divorce</li> <li>• In spite of the Marriage Reform Law, families continued to use matchmakers to arrange marriages and rural marriages continued with the exchange of gifts</li> <li>• Some Party cadres sided with the traditional views held in villages, fearing that chaos would ensue if they implemented the new law.</li> </ul> <p>Other relevant material must be credited.</p>



## Section B: Indicative content

### 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 British influence in China was the main reason for the weakness of Chinese governments in the years 1900-19.</p> <p>The arguments and evidence that British influence in China was the main reason for the weakness of Chinese governments in the years 1900-19 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Britain controlled China's internal trade via its control of Shanghai and the river traffic on the Yangtze. This reduced the control of Chinese governments over the economic development of China</li><li>• Britain's control of the port of Weihaiwei, its rail and trade rights in the Yangtze valley, and the lease of Hong Kong and the New Territories gave Britain considerable economic benefits including customs revenues</li><li>• In 1904, a British force marched into Tibet and forced the imperial government to recognise Tibetan independence. This acknowledged Britain's greater control in the region</li><li>• Britain did not want to lose Japan as an ally in the First World War. In 1915, it insisted that China accept the Twenty-One Demands and sided with Japan at the Paris Peace Conference of 1919.</li></ul> <p>The arguments and evidence that there were other, more important, reasons for the weakness of Chinese governments in the years 1900-19 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Cixi's interference in government led to its humiliation. She miscalculated her encouragement for the Boxers and was forced to flee when the rebellion was defeated. An indemnity of \$450 million was enforced</li><li>• The accession of the 2 year-old Emperor Pu Yi, in 1908, sped up the collapse of the dynasty. Yuan Shi-kai seized power in 1911 but was unable to rule without foreign loans which further weakened the government</li><li>• The death of Yuan Shi-kai in 1916 ushered in the era of the warlords in which central control in China collapsed and government was fragmented among rival warlords in the regions</li><li>• Japanese encroachments into China weakened China's government. It extended its control in 1915 by imposing the Twenty-One Demands and by taking the Shandong region under the 1919 Treaty of Versailles.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
3	<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 1950-76, Mao's economic policies were a complete failure.</p> <p>The arguments and evidence that, in the years 1950-76, Mao's economic policies were a complete failure should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Great Leap Forward was a failure; steel produced in backyard furnaces was worthless and industrial production declined as the loss of the profit motive removed the incentive to work hard</li> <li>• The use of Party cadres to run businesses was a failure. They lacked business skills and production fell, e.g. steel production fell from 15 million tonnes to 1 million tonnes in the years 1966-70</li> <li>• Lysenkoism had a damaging impact on agriculture and contributed to falling production and the Four Noes policy led to the destruction of crops by insects and was a cause of the famine in China</li> <li>• Mao's decision to force Tibet to produce maize and wheat, in spite of the unsuitability of the land and climate, and restrictions on grazing yak, led to the emaciation of the animals and famine in Tibet.</li> </ul> <p>The arguments and evidence that, in the years 1950-76, Mao's economic policies were not a complete failure should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The First Five Year Plan was successful, e.g. the output of coal doubled, electric power production tripled and steel production quadrupled</li> <li>• Mao's policies were successful in increasing the number of women in employment, e.g. the percentage of women in the workforce rose from 8 per cent in 1949 to 29 per cent in the mid-1960s</li> <li>• Mao was successful in obtaining funds to invest in industrial expansion by restricting consumer goods and encouraging saving in state banks</li> <li>• Mao's policy of collectivisation was successful in reorganising agriculture on communist lines; CCP control in the countryside as strengthened.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<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 1966-76, there were many positive results of the Cultural Revolution.</p> <p>The arguments and evidence that there were many positive results of the Cultural Revolution should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Cultural Revolution represented a triumph of Mao’s philosophy and his faith in the mass mobilisation of the people in support of Communism</li> <li>• Mao achieved his goal of purging the CCP of members who had grown too fond of the ‘good life’ and were insufficiently committed to the revolution</li> <li>• Mao succeeded in removing his main political rivals. Peng Dehuai, Li Lisan, Liu Shaoqi and Lin Biao were all removed leaving Mao as the unchallenged leader of CCP</li> <li>• The rapid training of ‘barefoot doctors’ provided over a million new doctors who were sent to rural villages and brought about significant improvements in healthcare in the remoter areas of China.</li> </ul> <p>The arguments and evidence that there were mostly negative results of the Cultural Revolution should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• There was a massive surge in violence as Red Guards attacked those identified as ‘enemies of the regime’. More than 67 thousand people were killed in the Guangxi province alone</li> <li>• Education was seriously damaged. In 1966, all schools and colleges were closed. The 1982 census revealed that only 35 per cent of the population had attended school to the age of 12</li> <li>• The experience of young people in the ‘Up to the Mountains and Down to the Villages’ campaign left them disillusioned with Mao. There they endured hard labour, low living standards and abuse from the peasants</li> <li>• The Cultural Revolution led to serious economic disruption. Industrial production fell by 13.8%, agricultural output fell by 1.6% and rationing was introduced.</li> </ul> <p>Other relevant material must be credited.</p>

