



Mark Scheme (Results)

Summer 2022

Pearson Edexcel International  
Advanced A 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 impact of the Cultural Revolution on education.</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 provides evidence that education will be a particular target of the Cultural Revolution ('One of the most important tasks of the Great Proletarian Cultural Revolution is to transform the old educational system')</li><li>• It suggests that the nature of education is to be changed to embed communist teaching ('serve proletarian politics ... must be combined with productive labour', 'labourers with social consciousness and culture')</li><li>• It indicates that the focus of education is to be changed ('In addition to their studies, students should also learn industrial work, farming and military affairs')</li><li>• It suggests that students are to be used to attack the education system ('Students should take part in the struggles of the Cultural Revolution to criticise the bourgeoisie.')</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 Declaration makes clear Mao's position regarding education</li><li>• The Declaration was passed by the Chinese Communist Party and has the authority of the Party behind it</li><li>• The purpose of the Declaration was to issue instructions to the Red Guard as to how they should treat schools in the Cultural Revolution.</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>• Teachers were among the first victims of the Cultural Revolution. In Beijing in June 1966, many teachers were dragged out of their classrooms and beaten. Attacks on teachers spread to other towns and cities</li><li>• In the summer of 1966, all universities and schools were closed. Many high schools remained closed until 1971, and some universities did not resume teaching until 1977</li><li>• There were changes to the curriculum in schools that reopened. All institutions were required to include physical labour as well as study from books</li><li>• In the later stages of the Cultural Revolution, education was disrupted by the 'Up to the mountains, down to the villages' campaign. The children affected by this loss of education became known as the 'Lost Generation'.</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 emergence of Mao Zedong as leader of the Communists on the Long March in 1934–35.</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>• Chen marched alongside Mao and was in an excellent position to comment on the observations he made of the failures of the original leaders and on Mao’s conduct and leadership</li> <li>• Chen wrote this account several decades after the March after having time to reflect upon events and the reasons for the emergence of Mao</li> <li>• Chen published this account in 1972 while Mao was still alive. The language and tone of the account are propagandistic and make it clear that it was necessary to revere Mao at that time.</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 leadership of the Red Army was ineffective at the start of the Long March (‘only thought was to avoid the enemy’, ‘Red Army was often made to play an inactive role, and its morale suffered’)</li> <li>• It suggests that Mao emerged as leader because he had the support of the Red Army (‘they demanded a change in the leading personnel’, ‘struggle against those who had failed the Red Army’)</li> <li>• It implies that Mao was selected because he was a more effective military tactician (‘under the wise leadership of Comrade Mao Zedong, adopted flexible tactics’)</li> <li>• It suggests that the emergence of Mao was responsible for bringing about military success (‘the Red Army wiped out four enemy divisions near Zunyi and won the first great victory’).</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>• The original leaders of the March, Bo Gu, Otto Braun and Zhou Enlai, were divided over both tactics and destination. Braun encouraged the Red Army to engage the GMD in urban areas which resulted in heavy losses</li> <li>• The purpose of the Zunyi Conference was to examine the reasons for the series of defeats and develop strategies for the future. Mao succeeded in winning over 17 of the 20 representatives to support his strategies</li> <li>• Mao’s new tactics, including changes of direction and dividing and regrouping forces, enabled the Red Army to escape the GMD and reach their destination of Bao’an by October 1935.</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, in the years 1911-27, the warlords were the main reason for the weaknesses of government in China.</p> <p>The arguments and evidence that, in the years 1911-27, the warlords were the main reason for the weaknesses of government in China should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The 1911 Revolution removed the Qing dynasty but left a power vacuum that was eventually filled by hundreds of warlords ruling across China. Their different ideas and styles of ruling led to ineffective government</li><li>• Many warlords made separate agreements with foreign powers to bolster their positions, e.g. Du Qirui followed a pro-Japanese policy; Wu Peifu had British connections. This prevented the development of centralised policy</li><li>• The warlords maintained private armies that they used to settle conflicts and to pursue territorial ambitions. China was beset by a series of civil wars that prevented the establishment of strong government</li><li>• The characters of the warlord prevented the establishment of strong, centralised government in China. The majority were power-hungry and self-indulgent, and many were cruel. They killed without compunction.</li></ul> <p>The arguments and evidence that, in the years 1911-27, there were other, more important, reasons for the weaknesses of government in China should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Yuan Shikai failed to establish a viable republic in the wake of the 1911 revolution. His rejection of democracy and his attempt to make himself emperor lost him support from nationalists and the army</li><li>• Government was weakened by foreign intervention. In 1915, the Twenty-One Demands placed factories, railway lines and ports under Japanese control and the Treaty of Versailles gave Japan rights in Shandong</li><li>• Revolutionary ideas that challenged the government were spread by the May 4<sup>th</sup> Movement. Strikes spread across the country, involving not just students but also workers and businessmen</li><li>• Political divisions emerged in the GMD during the 1920s, culminating in the massacre of communists in Shanghai during the Northern Expedition that was intended to unite China under a single central government.</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 the work of TV Soong was responsible for the achievements in the development of China's economy in the years 1927-37.</p> <p>The arguments and evidence that the work of TV Soong was responsible for development of China's economy in the years 1927-37 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• As Finance Minister, TV Soong was responsible for the simplification of the taxation system that increased the tax revenues paid to the government. This enabled it to balance the budget and increase capital spending</li> <li>• As head of the Bank of China, TV Soong took over 15 per cent of China's spinning mills and increased the Bank's interventions into light industry including tobacco, flour and rice-processing</li> <li>• TV Soong established China's first bond and stock markets in Shanghai as well as establishing the National Economic Council in 1931. These measures helped to supply credit for China's industrialisation</li> <li>• In 1934, TV Soong founded the China Development Finance Corporation. The CDFC provided major access to foreign investment, which was necessary to fund large projects such as railway and road building.</li> </ul> <p>The arguments and evidence that there were other reasons that were responsible for the development of China's economy in the years 1927-37 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Chiang founded the National Resources Commission to develop Chinese industry and negotiate foreign trade deals. In the 1930s, it played a particular role in developing defence-related industries</li> <li>• Zhang Jingjiang, Chiang's Shanghai business patron, was responsible for the proliferation of a number of projects under the control of his National Reconstruction Commission including power plants and radio stations</li> <li>• The slump in the world silver price was responsible for boosting China's export industries and assisted home manufacturing by increasing the price of imports from countries on the gold standard</li> <li>• Government subsidies were effective in developing China's film industry to become internationally renowned, and in developing the fashion houses to enable them to compete with Paris and Milan.</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 the significance of the impact of the Cold War on the development of the economy in China in the years 1949-76.</p> <p>The arguments and evidence that the impact of the Cold War on the development of the economy in China in the years 1949-76 was significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Cold War alliance with Soviet Russia led to the importation of technical aid and Soviet machinery, which sped up China's industrialisation and nuclear programmes</li> <li>• The cost of Soviet economic aid - \$300 million plus interest - placed a significant burden on China's economy and limited what it could invest in developing its economy</li> <li>• China's intervention in the Korean war placed a heavy burden on its industry, while the adoption of Soviet theories on farming (Lysenkoism) had a significant negative impact on the development of agriculture</li> <li>• The USA trade embargo, imposed in the 1950s as a result of the Cold War, denied China access to US dollars and limited its ability to import vital goods</li> <li>• The beginnings of <i>détente</i> gave China access to American expertise on the development of the oil industry. The trade embargo was lifted in 1971 and Nixon's visit in 1972 led to improved trade relations.</li> </ul> <p>The arguments and evidence that the impact of the Cold War on the development of the economy in China in the years 1949-76 was not significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Although the Soviet Union withdrew its experts in 1960, China's nuclear programme continued. China tested its own nuclear weapon in 1964 and its own H-bomb in 1967</li> <li>• Mao rejected Soviet economic theories in favour of 'walking on two legs' when he introduced the Great Leap Forward in 1958. China's economic development was driven by Mao's ideas rather than Soviet influence</li> <li>• In spite of 'ping-pong diplomacy', the West had limited economic impact on China in the period 1971-76. It would take decades for trade relations to be normalised and for US products to penetrate the Chinese market.</li> </ul> <p>Other relevant material must be credited.</p>

