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## Mark Scheme (Results)

January 2019

Pearson Edexcel International Advanced Level  
In History (WHI02) Paper 1B

Paper 2: Breadth Study with Source Evaluation

Option 1B: China, 1900–76

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## General Marking Guidance

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

## Generic Level Descriptors for Paper 2

### Section A: Question 1 (a)

**Target: AO2 (10 marks):** Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<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>
2	4–6	<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>
3	7–10	<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.
1	1–3	<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>
2	4–7	<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>
3	8–11	<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>
4	12–15	<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 failure of Chiang Kai-shek and the Guomindang in the Chinese civil war of 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 provides evidence that Chiang Kai-shek and the GMD failed because of the incompetence of its leadership ('leaders had proved incapable of meeting the crisis')</li><li>• It claims that Chiang Kai-shek and the GMD did not lose the civil war because of shortages of military supplies ('not because the Guomindang lacked weapons or ammunition that its armies lost battles')</li><li>• It indicates that the Communists won because they were well organised and had popular support ('ruthless discipline', 'guardians and liberators of the people')</li><li>• It implies that Chiang Kai-shek and the GMD lost because they treated their soldiers badly ('army without morale').</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>• Acheson was in charge of the investigation into Sino-American relations and was therefore an authority on current events in China</li><li>• Acheson is admitting that America's preferred side, the GMD, is responsible for the loss of the civil war and enabling the Communists, the ideological enemy, to come to power</li><li>• This was an official report based on the assessment of military observers and should provide an accurate assessment of the situation in China.</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>• Even before the civil war, Chiang had mismanaged the economy and lost the support of both the middle classes and the workers in GMD areas</li><li>• The NRA was a conscript army that was poorly equipped and cruelly treated leading to a high death rate and mass desertions</li><li>• Chiang's military strategy was poor and resulted in the Nationalists fighting in the wrong place</li><li>• The Red Army had won support in villages by its treatment of the peasants and promises of land reform and equality if it was victorious.</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 impact of the Boxer Rebellion on the imperial government in China.</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>• This is an official edict and carries the weight of the imperial house behind it</li> <li>• This is an immediate reaction to the losses sustained in the Boxer Rebellion and reflects the views of the imperial house at that moment</li> <li>• It is motivated by a desire to save the imperial dynasty.</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 provides evidence that the Qing dynasty is being forced to introduce reforms to survive ('Now things are at a crisis point and change must occur')</li> <li>• It indicates that the imperial government is considering introducing Western reforms in order to survive ('We desire them to examine ... Western governmental systems')</li> <li>• It suggests that it was not the government but the personnel that was at fault ('even more important than inventing new systems of governance, is to appoint men who can govern well')</li> <li>• It implies that it does not intend to change every aspect of government ('Without new systems, the corrupted old system cannot be salvaged').</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>• Cixi had supported the Boxers and declared war on the foreigners. The defeat of the Boxers by the Legation Forces had forced Cixi and the Emperor to flee south</li> <li>• Cixi gradually introduced reforms including limited rights to vote in provincial assemblies and a National Consultative Council to advise the government in order to secure wider support for the imperial government</li> <li>• Cixi was forced to accept the presence of foreigners in China as a result of the defeat of the rebellion.</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 how accurate it is to say that, in the years 1919–31, the main consequence of the May the Fourth Movement was the rejection of Confucian thought.</p> <p>The arguments and evidence that, in the years 1919–31, the main consequence of the May the Fourth Movement was the rejection of Confucian thought should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Members of the May the Fourth Movement blamed Confucian thought, with its deference to authority and emphasis on order, for the weaknesses that led to the humiliation of May 1919</li><li>• The May the Fourth Movement's rejection of Confucian thought created a distinct break from the Qing dynasty and ushered in a new era of Chinese intellectual history</li><li>• Members of the May the Fourth Movement rejected the patriarchal treatment of Chinese women and the veneration of the elderly in Confucianism and embraced modernity</li><li>• The May the Fourth Movement placed an emphasis on western scientific and technological experimentation, which distanced it from Confucianism.</li></ul> <p>The arguments and evidence that, in the years 1919–31, the rejection of Confucian thought was not the most importance consequence and/or there were other more important consequences of the May the Fourth Movement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The May the Fourth Movement did not introduce reformist ideas and a rejection of Confucian thought. Its ideas had roots in the New Culture Movement from the 1910s</li><li>• The Chinese intelligentsia maintained continuities with the Confucian tradition at every level of life and, in spite of the May the Fourth Movement, Confucianism remained an integral part of Chinese life</li><li>• The growth of nationalism and the rise of the GMD was a significant consequence of the May the Fourth Movement. The GMD used the radicalism of the movement to promote its campaign against the warlords</li><li>• The rise of communism and the development of CCP had its roots in the May the Fourth Movement. Both the CCP founder Chen Duxiu and Mao Zedong himself were strongly affected by the May Fourth Movement.</li></ul> <p>Other relevant material must be credited.</p>

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 how accurate it is to say that the Sino-Soviet alliance was very damaging to developments in China in the 1950s and 1960s.

The arguments and evidence that the Sino-Soviet alliance was very damaging to developments in China in the 1950s and 1960s should be analysed and evaluated. Relevant points may include:

- The Treaty of Friendship, Alliance and Mutual Assistance 1950 placed a heavy economic burden on China, e.g. the US\$300 million provided for China was a loan that had to be paid back to the USSR
- As a result of the Sino-Soviet alliance, China was drawn in to supplying weapons and materials for the Communist side in the Korean War. China's involvement came at a massive cost in terms of life and military resources
- China had to pay for the upkeep of the 10,000 Soviet technical experts and military that were sent to China by the Soviets to provide technical assistance
- When the alliance began to collapse in 1960, the Soviet Union withdrew its nuclear experts from China, which damaged China's nuclear programme.

The arguments and evidence that the Sino-Soviet alliance was not very damaging to developments in China in the 1950s and 1960s should be analysed and evaluated. Relevant points may include:

- The alliance provided China with the funds she needed to begin economic modernisation and 10,000 economic and military advisers who played a vital role in establishing the first Five-Year Plan
- As part of the agreement, Stalin gave Mao a list of Comintern agents operating in China. Mao used this information to arrest and execute the agents that he regarded as a threat to China's security
- In 1952 the Soviet Union relinquished its rights in Manchuria and in 1954, it offered a generous trade package and promised to help China develop its civilian nuclear programme to produce nuclear energy to power China's industry
- China detonated its first nuclear device in 1964 and produced its first hydrogen bomb in 1967. These developments were largely due to the nuclear assistance from the Soviet Union in the 1950s.

Other relevant material must be credited.

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 the extent to which Mao's agricultural policy changed in the years 1949–62.

The arguments and evidence that Mao's agricultural policy changed in the years 1949–62 should be analysed and evaluated. Relevant points may include:

- The initial stages of Mao's agricultural policy involved sharing equipment and animals in Mutual Aid Teams. Later collectivisation would remove all private property
- In the mid-1950s, Mutual Aid Teams were replaced by larger units of 30–50 households in Agricultural Producers Cooperatives in order to increase the output of food
- The Great Leap Forward launched in 1958 sped up the change from APC to full collectivisation of agriculture in which there was no private property and 26,000 communes were established across China
- The policy regarding methods of production changed. Traditional methods of farming were gradually replaced by mechanisation in the Great Leap Forward and new methods of farming based on Lysenkoism were introduced.

The arguments and evidence that Mao's agricultural policy did not change in the years 1949–62 should be analysed and evaluated. Relevant points may include:

- The aim of establishing a Communist system in the countryside with no private ownership and effective government control remained continuous throughout the period
- The intention to implement an agricultural policy that served the needs of industry by reducing the number of peasants and directing them to the cities to work in industry remained constant throughout the period
- The policy of sending cadre-advisers to the farms to direct the work continued throughout the period
- The policy of requisitioning agricultural produce and directing it to the towns continued throughout this period.

Other relevant material must be credited.