



Pearson

Mark Scheme (Results)

January 2017

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 last candidate in exactly the same way as they mark the first.
- 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.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the **candidate's response is not worthy of credit according to the mark scheme.**
- 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

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 their professional judgement to decide which level is most appropriate.

Placing 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.

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.

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: 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	<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.
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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 reasons for the defeat of the Guomindang in the Civil War against the Communists in the years 1945-9.</p> <p>1. The value could be identified in terms of the following points of information which the source provides and the inferences which could be drawn and supported from the source:</p> <ul style="list-style-type: none"> • Provides evidence that many conscripts in the GMD army starved to death ('700 of us at the beginning of the journey. Now only 17 have remained'; 'When we could not find anything, we ... starved.') • Implies that conscripts in the GMD army were treated cruelly by the officers ('Cruelties like this appeared time and again; 'The lack of sympathy on the part of army recruiters was almost universal.') • Suggests that the GMD lost the civil war because its army did not support its cause ('the draftees were tied to one another to prevent any possible escape.'). <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"> • This is a report by an impartial international organisation • The report is based on an eyewitness account by an official sent to observe. The writer is therefore in a position to know about conditions • The observer has visited many camps and is therefore able to apply his comments to the treatment of recruits to the entire GMD army. <p>3. Knowledge of 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 Communists had the support of much of the peasant population and could live off the land. They did not suffer the same food shortages as the GMD, which had little support in the localities • The lack of food encouraged large numbers of GMD forces to desert and join the Communists who provided food for them • The GMD used vicious recruitment squads to round up peasants and

Question	Indicative content
1b	<p>conscript them into the army where they mistreated them, leading to low morale and ineffective fighting</p> <ul style="list-style-type: none"> • The PLA was developed by Mao from a guerrilla force into an effective army that was capable of winning major victories. <p>Other relevant material must be credited.</p> <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 experience of students in the Hundred Flowers Campaign of 1957.</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"> • This is a personal account of one man's experiences as a student during the Hundred Flowers Campaign • Harry Wu's background suggests that he was unlikely to be sympathetic towards Communism when he was a student • Harry Wu's treatment by the Communists, including his imprisonment for 19 years, will have impacted on his attitude to the CCP and the Hundred Flowers Campaign. <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"> • Suggests that there was a lot of support for the Hundred Flowers Campaign amongst students ('In my class, seven were Party members and sixteen were Communist Youth League') • Implies that the intention of the Hundred Flowers Campaign was to reveal the identity of the critics of communism ('It was a disguised way of finding out who ... was against the Communist revolution') • Provides evidence that the Hundred Flowers Campaign led to the victimisation of those showing dissent ('The school put up a big poster: 'Harry Wu is a counter-revolutionary rightist'). <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</p>

Question	Indicative content
	<p>limitations or to challenge aspects of content. Relevant points may include:</p> <ul style="list-style-type: none"><li data-bbox="386 296 1419 390">• The Hundred Flowers Campaign was originally intended by Mao to expose the Party to the criticisms of the people and students were encouraged to get involved<li data-bbox="386 417 1419 512">• Mao, concerned about personal criticism and the events of the Hungarian rebellion in 1956, launched a class struggle against the critics of communism in the 'Anti-Rightist Campaign'<li data-bbox="386 539 1419 634">• Many of the critics in the Hundred Flowers Campaign came from universities and schools. Afterwards they were made to confess their 'evil thoughts' and be re-educated in labour camps<li data-bbox="386 661 1419 735">• Cadres were ordered to denounce five per cent of people in a work unit, leading to accusations against innocent people, in order to meet quotas. <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 the extent to which the growth of railways was the most significant factor in the economic development of China in the years 1900-27.</p> <p>The arguments and evidence that the growth of railways was the most significant factor in the economic development of China in the years 1900-27 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • A massive expansion in the construction of railways and an increase in the rolling stock promised to bring prosperity to most regions in China. By 1911, there were around 9,000 km of rails 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 foreign investment in railways. 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. <p>The arguments and evidence that other factors were of greater importance in the economic development of China in the years 1900-27 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The development of railways was uneven and most of China was not served by them • River traffic played a vital role in China's economic development; the Yangzi river was navigable from the port at Shanghai for 1400 miles upstream to the cities of Nanjing and Wuhan • Shanghai became a major city and was essential for linking China with the world economy. Its economy boomed attracting foreign concessions, and migrants from all over China flocked to work in its industries • Light industry, especially textile and cotton weaving, grew and mills were built near to ports on the Yangzi river to allow for the movement of goods • The number of Chinese textile mills increased from 22 to 109 in the years 1911-21 in response to overseas demand for Chinese goods • A modern banking industry developed in the years 1912-23. The number

3	<p>of modern banks increased from 7 to 131. This facilitated economic developments in China.</p> <p>Other relevant material must be credited.</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 the extent to which the treatment of religion in China changed in the years 1949-76.</p> <p>The arguments and evidence that the treatment of religion in China changed in the years 1949-76 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Initially, temples and shrines to Confucius were not destroyed and were kept as museum pieces; violent attacks were launched during the Cultural Revolution • The Communists initially discouraged ancestor worship. Later they condemned traditions; shrines in homes were replaced by pictures of Chairman Mao and the Qingming festival replaced by a National Memorial Day • Initially, the Communists tried to convince the leaders of the Christian churches to work with the regime and established 'patriotic churches'. During the Cultural Revolution persecution escalated • In 1955 the Muslim region Xinjiang was named as an Autonomous Region. However, from 1958 Muslim children were forced to attend state schools and attempts were made to wipe out Islam during the Cultural Revolution. <p>The arguments and evidence that the treatment of religion in China did not change in the years 1949-76 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Communist Party view remained consistent throughout the period; it denounced religion from 1949. Christianity was regarded as imperialist and Islam and Buddhism were challenges to Communist rule • Christian churches were targeted almost immediately; in 1951 the Religious Affairs Department was established to drive foreign Christian missionaries out of China and take over Church-run schools • The Communists allowed mosques to remain open and for festivals to continue because they feared Muslim links with Muslims in the Soviet Union and countries like Pakistan • Buddhism was attacked immediately, ancient temples were taken over and landholdings were redistributed by the 1950 Agrarian Reform Law. There were further attacks during the Great Leap Forward and the Cultural Revolution.
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4	<p>Other relevant material must be credited.</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 the Five Year Plans of 1952-62 were largely unsuccessful in modernising the Chinese economy.</p> <p>The arguments and evidence that the Five Year Plans of 1952-62 were largely unsuccessful in modernising the Chinese economy should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Under the First Five Year Plan agricultural output declined, which led to a shortage of food to feed the growing numbers of urban workers • There were shortages of consumer goods because the plans focused on heavy industry • The Backyard Furnace programme promoted backward production processes and was a complete failure as food was left to rot in the fields while families tended their furnaces • The Great Leap Forward contributed to the Great Famine of 1958-62, which resulted in the deaths of 30-50 million people. <p>The arguments and evidence that the Five Year Plans of 1952-62 were mainly successful in modernising the Chinese economy should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Under the First Five Year Plan the economy grew at 16% a year and industrial output exceeded its targets • The industrial working class grew as people shifted from the countryside to the towns and this led to an improved standard of living as wages were higher than in rural areas • Transportation improved with rail freight doubling in the years 1952-58 • The development of a nuclear industry, after 1955, did demonstrate the modernisation of the Chinese economy • The organisation of the economy under the Five Year Plans accelerated the transformation to a socialist economy. Private sector industry was abolished by 1956. <p>Other relevant material must be credited.</p>
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