



Mark Scheme (Results)

January 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
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.

Section A: Indicative content

Option 1B: China, 1900-76

Question	Indicative content
1a	<p>Answers will be credited according to their deployment of material in relation to the qualities outlined in the generic mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates are required to analyse the source and consider its value for an enquiry into the significance of the Long March.</p> <p>1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:</p> <ul style="list-style-type: none"> • It suggests that the Long March was a great feat achieved by the Communists ('facts and figures of the Long March are impressive', 'one of the great exploits of military history') • It provides evidence of the considerable dangers that the Communist were able to overcome ('18 mountain ranges and ... 24 rivers. ... passed through 12 different provinces, occupied 62 cities') • It indicates that the Communists survived the attacks by the GMD ('defeated, avoided or outmanoeuvred the various forces of Guomindang troops sent against them'). <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"> • Snow was in an excellent position to recount precise details of the March which were based on his interviews with Mao • This account provides Mao's perspective on the achievements of the Long March • Snow's account was an early account of the Long March, which was published just two years after the end of the March. <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"> • Mao and Zhu De developed tactics that involved frequent changes of direction and dividing and regrouping forces in order to outwit and outmanoeuvre the GMD and ensure the survival of communism • The Long March was declared by Mao as a great victory because the CCP had survived • The Long March promoted the idea of martyrship and self-sacrifice for the cause. <p>Other relevant material must be credited.</p>

Question	Indicative content
1b	<p>Answers will be credited according to their deployment of material in relation to the qualities outlined in the generic mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates are required to analyse and evaluate the source in relation to an enquiry into the role of the Red Guards in the Cultural Revolution 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"> • The language and tone of the article make it clear that it is propaganda • The date of the article shows that it was written early in the Cultural Revolution when the Red Guards were encouraged to take revolutionary activity • The purpose of the article appears to be to encourage support for the actions of the Red Guards • The content of the article indicates that the writer is very familiar with Mao Zedong Thought and the motivations behind the Red Guards' actions. <p>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences:</p> <ul style="list-style-type: none"> • It provides evidence that the role of the Red Guards was to destroy the old culture and traditions of China ('sweeping away the dust of all the old ideas, culture, customs and habits') • It suggests that the Red Guards played a key role in bringing about a true communist revolution in China ('swept ... the ideology of the exploiting classes', 'spreading, carrying out and defending Mao Zedong Thought') • It indicates that the CCP supported the actions of the Red Guards ('The proletarian revolutionary rebel spirit of the Red Guards is very good indeed!'). <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"> • The Red Guards, who were fanatically loyal to Mao and Mao Zedong Thought, were encouraged to carry out Mao's instructions to attack his rivals who were regarded as opponents of the revolution • The Red Guards were directed to attack the Four Olds (habits, ideas, culture, customs) in mass rallies held by Mao • The role of the Red Guards had the official sanction of the state; on occasions their attacks were directed by Madam Mao. <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 the response of the Imperial government to the Boxer Rising was the main reason for the decline of the Qing dynasty in the years 1900-11?</p> <p>The arguments and evidence that the response of the Imperial government to the Boxer Rising was the main reason for the decline of the Qing dynasty in the years 1900-11 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Cixi supported a rising that would inevitably fail, given the weakness of the Boxers compared to the foreign legations. The leadership of Qing dynasty was shown to be weak and ineffective as a result • Cixi had supported and encouraged the Boxers. At least some of the blame for the humiliating peace, including the £67 million reparations, imposed upon China was placed upon Cixi and the Qing dynasty • Cixi and her entourage retreated from Beijing when the Eight Nation Army advanced. The popularity of the Qing declined when the people had to bear the brunt of the invasion without Imperial protection • The rising destroyed the power of the Manchu. When the imperial government returned to Beijing in 1902, it was resented and forced to grant reforms to attempt to shore up its position. <p>The arguments and evidence that there were other important reasons for the decline of the Qing dynasty in the years 1900-11 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Qing dynasty was weakened by the death of Cixi and the Emperor in 1908 and the accession of Pu Yi who was only 2 years old. The regent, Prince Chun, was unable to provide strong government • Political reforms introduced in the period 1902-11 failed. The attempt to maintain the power of the Manchu by delaying the implementation of changes for nine years increased revolutionary sentiment against the Qing • Army reforms required heavy taxes to fund the changes. This made the Qing unpopular. Prince Chun's dismissal of General Yuan created a powerful enemy against the regime • The growth of new ideas of nationalism and republicanism undermined the Qing dynasty. Sun Yat-sen's ideas that called for the overthrow of the Qing were brought back to China by young men educated in Japan • Resentment grew over decisions made by the imperial government to take foreign loans and to grant concessions to foreigners for the construction of the railways. <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 how significant the Sino-Soviet alliance (1950) was in the development of China's economy in the 1950s.</p> <p>The arguments and evidence that the Sino-Soviet alliance (1950) was significant in the development of China's economy in the 1950s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The alliance was significant because it aided the development of China's nuclear industry by providing access to Soviet nuclear technology • The Treaty of Mutual Assistance imposed significant costs on China's economy; the \$300 million loan had to be repaid within 5 years and the Soviet economic advisers and technicians had to be paid by the Chinese • In 1954, Khrushchev agreed to a generous trade package with China and provided significant funds to support the First Five Year Plan in China. Nearly fifty per cent of investment came from the Soviet Union • The Soviet Union assisted in the modernisation of China by helping to build 156 major industrial plants including iron and steel works and power stations. <p>The arguments and evidence that the Sino-Soviet alliance (1950) was not significant and/or there were other more significant factors in the development of China's economy in the 1950s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Marxist-Leninist ideology with the emphasis on the command economy and on the role of collectivisation and central planning had a significant impact on the development of the Chinese economy • The Chinese communist economic model increasingly diverged from the Soviet model. Mao called for China to 'walk on two legs' • The success of the initial land reforms in increasing agricultural production, played a significant role in the decision to introduce the First Five Year Plan, which led to increases in the production of coal and steel • The introduction of the Great Leap Forward in 1958 played a significant role in damaging the development of China's industrial and rural economy. <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 that the status of women in China in the Communist regime under Mao (1949-76) was similar to the status of women in China in the years 1900-49.</p> <p>The arguments and evidence that that the status of women in China in the Communist regime under Mao (1949-76) was similar to the status of women in China in the years 1900-49 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • In both periods, especially in rural areas, similar, traditional views about the status of women in marriage were held by husbands and fathers • In both periods, women had similar status with regard to property rights. In 1900-49, women could not hold property and in 1949-76, property rights were removed and property passed to the commune • In both periods, the limitation to the status of women was determined by their role in childbirth and raising children and running the home • In both periods, the status of women was defined by attitudes that regarded females as the lesser sex and the birth of girls regarded as a lesser happiness to the birth of a boy. <p>The arguments and evidence that that the status of women in China in the Communist regime under Mao (1949-76) was different to the status of women in China in the years 1900-49 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The marriage status of women differed in the two periods. In 1900-49, women were treated as the property of their fathers who arranged their marriage and paid the dowry whereas, in 1949-76, arranged marriages and dowries were forbidden • The political status of women differed in the two periods. Women did not have a political role in 1900-49 whereas, in 1949-76, women were elected to local committees and co-operatives and some held high position in the CCP • The employment status of women differed in the two periods. In 1900-49, the vast majority women were confined to domestic work or low-paid factory work whereas, in 1949-76, the proportion of women in the paid workforce rose and wages improved • The educational status of women differed in the two periods. In 1900-49, the proportion of girls in schools did not rise above 25 per cent whereas, in the years 1949-76, free education was provided for girls as well as boys and all were expected to attend. <p>Other relevant material must be credited.</p>