



Mark Scheme (Results)

January 2023

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 development of railways in China in the years 1900-27.</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 provides evidence that China relied on foreign funding to build its railways ('agreement between the Chinese Government and the Russo-Asiatic Bank', 'series of agreements with Japan') • It suggests that railways had a significant role to play in the development of China's economy ('railway lines will enable the exploitation of very fertile river basins and promote agricultural development') • It implies that China would be able to use the railways to improve trade ('put Asiatic Russia in direct communication with Northern China'). <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"> • The reporter was stationed in China's capital city and was in an excellent position to give an informed opinion on the announcement of the agreement between China's government and its Russian financial backers • The report was published in a British newspaper and took a relatively neutral stance on the agreement between two foreign powers • The writer was able to comment on the significance of the agreement between China's government and the Russian bank in the light of agreements already made with other foreign investors. <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"> • In the years 1900-27, there was great expansion in railway construction and rolling stock. Expansion of the railways offered the opportunity for the economic development and economic prosperity to most regions in China • Foreign control over railways was a contentious issue during the Boxer Rebellion. Afterwards, the Qing government continued to grant railway

Question	Indicative content
	<p>concessions to foreign banks, which provided the funds to repay its debts</p> <ul style="list-style-type: none"> • In the years 1911-25, Sun Yat-sen planned a network of 70,000 miles of track. Shortages of funds meant that he had to look to foreign investors • Sun Yat-sen wanted to develop the railways to encourage political cohesion in China. The GMD inherited his plans after his death in 1925. <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 origins of the Hundred Flowers Campaign.</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"> • Zhou En-lai was a leading member of the CCP and was in an excellent position to represent the views of the Central Committee towards the role of intellectuals in the transition to socialism • Zhou En-lai was speaking to an audience summoned to attend a special conference. His speech clearly was considered to be of great significance by the leaders of the Central Committee • Zhou En-lai was quite candid in his criticisms of the treatment of intellectuals by some members of the CCP • The content and tone of the speech suggests that Zhou En-lai was more sympathetic to intellectuals than were many members of the CCP. <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 suggests that the CCP would use the Hundred Flowers Campaign to adopt a more sympathetic approach to intellectuals ('their views must be respected') • It provides evidence that the Hundred Flowers Campaign would be an essential part in harnessing the skills of intellectuals for China's economic development ('develop their specialised skills to the benefit of the state') • It indicates that a campaign was necessary to gain the support of the intelligentsia as other methods had failed ('intolerant attitudes ... it

Question	Indicative content
	<p>difficult for us to utilise fully ... intellectuals')</p> <ul style="list-style-type: none"> • It implies that the Hundred Flowers Campaign would be used to correct the behaviour of those who opposed intellectuals ('Party members do not respect the leadership of intellectuals ... must be corrected'). <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"> • Zhou En-lai was more tolerant than Mao. He believed that intellectuals had been unfairly silenced by the Party. His speech might be said to mark the origins of the Hundred Flowers Campaign • China needed to harness the skills of the educated to fulfil the aims of the Five-Year Plans. Scientists complained that ideology stifled research, blocked access to western research and damaged economic development • Mao came to accept that a degree of liberalisation was necessary and that criticism of the bureaucracy would shake up the Party. He intended to use the campaign to remove Party members who frustrated his will. <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 spread of Christianity was the most significant cultural development in China in the first half of the 20th Century.</p> <p>The arguments and evidence that the spread of Christianity was the most significant cultural development in China in the first half of the 20th Century should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The spread of Christianity was significant enough to make Christians prime targets in the Boxer Rebellion. Afterwards, Christianity spread, the number of converts grew rapidly and churches were built in many regions • The spread of Christianity was significant in the development of education in China in the first half of the 20th Century. Missionary schools played a key role in providing education for girls • Christian missions were at the forefront of movements such as banning foot binding and campaigning against female infanticide, as well as performing charitable works and building and running hospitals • Christianity was very influential in government circles. Sun Yat-sen, Chiang Kai-shek and his wife, Soong Mei-ling, were Christians and promoted Christianity as beneficial to Chinese society. <p>The arguments and evidence that the spread of Christianity was not the most significant/there were other, more significant cultural developments in China in the first half of the 20th Century should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The majority of Chinese people did not embrace Christianity and hence its influence in cultural and social life remained limited in the first half of the 20th Century • The growth of Marxism was very significant. Support for communism grew, particularly among peasants. The influence of Marxism was significant in the development of the CCP and defeat of the GMD in 1949 • The growth of nationalism was significant. The GMD played a key role in defeating the warlords. Its government curtailed Communism and promoted the New Life Movement in social and cultural life • Traditional ideas continued to hold significance in China. Confucianism

	<p>was regarded as the 'national essence' and integral to life in China, e.g. patriarchal treatment of women, veneration of the elderly.</p> <p>Other relevant material must be credited.</p>
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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 civil strife between the Guomindang and the Communists was main reason why Japan was able to expand in China in the years 1931-45.</p> <p>The arguments and evidence that the civil strife between the Guomindang and the Communists was the main reason why Japan was able to expand in China in the years 1931-45 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Chiang's ideological objection to the Communists as a 'disease of the heart' was greater than his dislike of the Japanese as a 'disease of the skin' and he did not prioritise preventing Japanese expansion in 1931 • In the years 1931-35, Chiang was engaged in his encirclement campaigns and attempting to defeat the Communists on the Long March. This enabled Japan to expand in Manchuria and to achieve control in the region • Although they formed a second United Front, the GMCD and CCP fought separately and only liaised occasionally. Mutual distrust meant they concentrated on guerrilla tactics that were insufficient to defeat Japan • The second United Front was undermined in 1941 when, fearing the growth of Communist power, Chiang attacked the Red Army in the south and killed thousands of communist troops. <p>The arguments and evidence that the civil strife between the Guomindang and the Communists was not the main reason/there were other, more important reasons why Japan was able to expand in China in the years 1931-45 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Japan was able to expand because Chiang believed that China was too weak to defeat it. He appeased Japan and allowed it to take land, while he bought time to strengthen China to enable it to defend itself • Japan was able to expand because of the weakness of the international

	<p>response to its expansion in Manchuria in the early 1930s. It was condemned by the League, but no military action was taken</p> <ul style="list-style-type: none"> • Japan was able to expand because of its military superiority. Consequently, Chiang agreed to Japanese expansion in Manchuria in 1933 and to the seizure of inner Mongolia and control of Hebei in 1935 • Japan was able to expand because of Chiang's military incompetence and weakness. Chiang's military appointments were based on loyalty rather than ability and his troops, short of resources, frequently deserted. <p>Other relevant material must be credited.</p>
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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 the years 1962-76 were years of chaos in China's economy.</p> <p>The arguments and evidence that the years 1962-76 were years of chaos in China's economy should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Great Leap Forward left a fragmented economy in 1962. Although there was an attempt to inject greater realism in economic planning, this was only temporary and undone by the Cultural Revolution in 1966 • Many factories and research institutes that were scheduled to be built in the 1960s were never completed. There were high levels of wastage of material and labour • During the Cultural Revolution, factories were placed under the control of revolutionary committees who lacked management skills and had little knowledge of the enterprises they controlled. Most experts were removed • The 'learn from Dahzai' programme attempted to re-collectivise the economy, sparking waves of popular resistance as peasants reacted by hiding crops and slaughtering livestock. <p>The arguments and evidence that the years 1962-76 were not years of chaos in China's economy should be analysed and evaluated. Relevant points may</p>

	<p>include:</p> <ul style="list-style-type: none">• The countryside recovered after 1962. Under Liu and Deng, communes were scaled back, private plots permitted, and peasants allowed to trade in a relatively free market. Agricultural output increased• In the years 1962-65, industrial production focused on light industry and the five-year plan shifted to year-by-year planning. By 1965, industrial output had increased to nearly double the level of 1957• There was considerable improvement in the economic infrastructure in the years 1962-65. Roads and railways were built, and previously undeveloped regions were opened up• There were improvements after 1971. Technical experts were promoted in industry and trade with the west was encouraged. New equipment was imported to replace obsolete machinery in many state enterprises. <p>Other relevant material must be credited.</p>
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