



Mark scheme

International Advanced
Level in History (WHI02/1B)

Paper 2: Breadth study with
source evaluation

Option 1B: China 1900-76

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualification websites at www.edexcel.com, www.btec.co.uk or www.lcci.org.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus

About Pearson

Pearson is the world's leading learning company, with 40,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at: www.pearson.com/uk

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: 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"> • 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 2: China 1900-1976

Question	Indicative content
<p>1a</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 the source and consider its value for an enquiry into the reasons for the Boxer Rising.</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • Provides evidence that the rising was driven by the Chinese authorities ('The wicked Governor, Yü Hsien declared') • Indicates that nationalist ideas encouraged the rising ('the Boxers who were faithful to their sovereign and loyal to their country') • Provides evidence that the Boxers were paid to attack foreigners ('offered a reward of titles or offices or money to all who killed foreigners') • Claims that the Boxers took the opportunity of settling personal scores ('not only Christians were killed, but hundreds of others against whom individual Boxers had a grudge'). 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: <ul style="list-style-type: none"> • Fei Qihao was present in the district where the Boxers attacked Christians and was an eyewitness to the events • Fei Qihao was a Christian and hence was one of those targeted by the Boxers, making this a very personal account • Fei Qihao was Chinese and is able to give an account from the perspective of one who shared the same nationality as the Boxers. 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: <ul style="list-style-type: none"> • The rising was encouraged by opposition to the foreign presence in China and their domination of the economy • Opposition to the spread of Christianity in China • The rising was a reaction to the reforms of the '100 Days', the nationalist feeling that was generated was channelled against foreigners • The rising was backed by the highest authority; the Empress Cixi gave her approval to the actions of the Boxers. <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>

Question	Indicative content
1b	<p>Candidates are required to analyse and evaluate the source in relation to an enquiry into the reactions to the 1950 Marriage Law.</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • Li Kuei-ying was responsible for promoting the 1950 Marriage Law and as such was in a good position to know the reactions to it • As an official in the People's Commune, Li Kuei-ying was a supporter of the CCP and the ideology that produced the 1950 Marriage Law • The propagandistic nature of this account, from the 1960s during Mao's rule, is clear; a positive account of a key policy which highlights the intolerable nature of the previous policy. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> • Indicates that the changes introduced by the Marriage Law were not readily accepted by everyone ('If she can't fall in love with a man who can pay.. then it isn't right for her to marry') • Suggests that the attitudes to women and marriage were being changed as a result of the Marriage Law ('I don't want my daughter to marry someone she can't like') • Suggests that opponents to the Marriage Law were being pushed into acceptance ('At first, Tuan Fu-yin tried to stand up to me... Tuan Fu-yin didn't say anything more'). 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 content. Relevant points may include: <ul style="list-style-type: none"> • Communist ideology gave women equal status to men • The 1950 Marriage Law banned arranged marriages and paying a bride-price; it also allowed women rights of divorce • The CCP promoted the Marriage Law with a huge propaganda campaign in the press, on the radio and through leaflets and posters • Peasants opposed the Marriage Law which interfered with their traditional way of life; this was particularly pronounced in Muslim districts. <p>Other relevant material must be credited.</p>

Section B: indicative content

Option 2. China 1900-1976

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 main consequence of the May 4th Movement was an increase in the political importance of the Guomindang</p> <p>The arguments and evidence that the main consequence of the May 4th Movement was an increase in the political importance of the Guomindang should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The GMD benefitted from the intense patriotism that was stimulated by the Movement; in 1919 Sun used this patriotism to rally support and reform the party • The announcement of the Three Principles of the People in 1923 used the intellectual revolution stimulated by the Movement to give a purpose to the revolution and to encourage the growth of the GMD • The anti-warlord feeling stimulated by the Movement was used to forge the United Front with Communists to act against a common enemy and to launch the Northern Expedition against the warlords in 1926-8. <p>The arguments and evidence that consequences other than an increase in the political importance of the Guomindang were of greater importance should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The intellectual revolution promoted western ideas as a solution to China's problems; Chinese intellectuals began to criticise the Chinese traditions that had failed China • The spread of Marxist revolutionary ideas which prompted the creation of the Chinese Communist Party; Mao's revolutionary ideas stemmed from May the 4th Movement • Increased social consciousness – merchants, industrialist and city workers (product of the new modern society) became involved in anti-foreign boycotts • The Movement enhanced the prestige of, and the role of, young people who spearheaded the campaign for a national rebirth. <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 whether peasant opposition to communist policies towards agriculture was responsible for the failings in production in the years 1949-62.

The arguments and evidence that peasant opposition to communist policies towards agriculture was responsible for the failings in agricultural production in the years 1949-62 should be analysed and evaluated. Relevant points may include:

- There was an unwillingness to change – by 1955 only 14% of peasants joined the APCs which were designed to encourage mechanisation of production and higher yields
- Peasants were demotivated by working on collectives where they did not own the land or directly benefit from the work they performed
- Some peasants ate or destroyed all their food before joining the collective.

The arguments and evidence that peasant opposition to communist policies towards agriculture was not responsible for the failings in production in the years 1949-62 should be analysed and evaluated. Relevant points may include:

- The amount of cultivated land per head was too low to produce a surplus of food and the state did not invest sufficient funds in agriculture
- Lysenkoism – this erroneous theory was accepted and applied uniformly across China. Crops were planted in the wrong soils and consequently withered in the fields, e.g. in Tibet
- Mao's directive on pest control led to the destruction of crops by insects, rats and vermin after peasants drove away the birds that normally preyed upon them
- The impact of the Great Famine of 1958-62 led to millions of deaths in rural districts and reduced productivity on the collectives.

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 whether there was continuous improvement in education and healthcare provision in China in the years 1949-76.

The arguments and evidence that there was continuous improvement in education and healthcare provision in China in the years 1949-76 should be analysed and evaluated. Relevant points may include:

- There was a steady improvement in literacy in the years 1949-64 as a consequence of the development of the system of primary education
- The expansion of higher education from 200 colleges and universities in 1949 to 1289 by 1966 gave access to increasing numbers of students
- The reform of the language – the introduction of a standardised written form of Mandarin (Pinyin) in 1955 eased the learning process and facilitated major advances in education in the 1960s
- The success of the barefoot doctors in providing health care in the countryside led to 90% of villages getting involved in the scheme by 1976
- There were improvements in mortality rates across the period as a consequence of health campaigns to dig deep wells for drinking water and end the practice of using human waste as fertiliser.

The arguments and evidence that 1949-76 were not years of continuous improvements in education and healthcare provision in China should be analysed and evaluated. Relevant points may include:

- Progress in developing literacy was limited by the costs of the Korean War in the 1950s and the impact of the Cultural Revolution from 1966
- Elitist schools that selected pupils and attracted the best teachers continued in existence and limited the opportunities for the mass of the people
- The closure of schools for most of the period between 1966-70 brought an abrupt end to the education of millions of young people
- The treatment of rural workers in hospitals was limited
- Properly trained doctors were undermined by barefoot doctors.

Other relevant material must be credited.