



# **Mark scheme (Results)**

June 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
<b>1</b>	<b>1–3</b>	<ul style="list-style-type: none"> <li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li> <li>• Some relevant contextual knowledge is included but presented as information rather than applied to the source material.</li> <li>• Evaluation of the source material is assertive with little substantiation. The concept of value may be addressed, but by making stereotypical judgements.</li> </ul>
<b>2</b>	<b>4–6</b>	<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material, but mainly to expand or confirm matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry and with some substantiation for assertions of value. The concept of value is addressed mainly by noting aspects of source provenance and some judgements may be based on questionable assumptions.</li> </ul>
<b>3</b>	<b>7–10</b>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid developed inferences.</li> <li>• Sufficient knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is not fully substantiated. Explanation of value takes into account relevant considerations such as the nature or purpose of the source material or the position of the author.</li> </ul>

### Section A: Question 1(b)

**Target: A02 (15 marks):** Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
1	1–3	<ul style="list-style-type: none"> <li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li> <li>• Some relevant contextual knowledge is included, but presented as information rather than applied to the source material.</li> <li>• Evaluation of the source material is assertive with little supporting evidence. The concept of reliability may be addressed, but by making stereotypical judgements.</li> </ul>
2	4–7	<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material but mainly to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. The concept of reliability is addressed mainly by noting aspects of source provenance and some judgements may be based on questionable assumptions.</li> </ul>
3	8–11	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid developed inferences.</li> <li>• Detailed knowledge of the historical context is deployed to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry and explanation of weight takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria, with some justification.</li> </ul>
4	12–15	<ul style="list-style-type: none"> <li>• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion.</li> <li>• Deploys well-selected knowledge of the historical context, but mainly to illuminate or discuss the limitations of what can be gained from the content of the source material. Displays some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li> <li>• Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.</li> </ul>

## Section B

**Target: AO1 (25 marks):** Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1–6</b>	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
<b>2</b>	<b>7–12</b>	<ul style="list-style-type: none"> <li>• There is some analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question.</li> <li>• Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited support and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
<b>3</b>	<b>13–18</b>	<ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although some mainly descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence or precision.</li> </ul>
<b>4</b>	<b>19–25</b>	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence or precision.</li> </ul>

## Section A: Indicative content

### Option 1B: China, 1900-76

Question	Indicative content
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 importance of young people in the Cultural Revolution in 1966.</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"> <li>• Provides evidence that young people are taking the lead in the Cultural Revolution ('Large numbers of revolutionary young people ... have become courageous and daring pathbreakers.')</li> <li>• Suggests that young people have the right skills and attitude to carry out the revolution ('They are vigorous and intelligent... they argue things out. They expose and criticise thoroughly...')</li> <li>• Suggests that their importance outweighs any mistakes on their part ('it is unavoidable that these young people should show shortcomings.... their general revolutionary orientation has been correct').</li> </ul> <p>2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:</p> <ul style="list-style-type: none"> <li>• This is an official decision issued by the Central Committee which set the tone for the Cultural Revolution</li> <li>• The tone of the Sixteen Point Decision clearly shows the approval of the CCP for the actions of the young people in the Red Guard</li> <li>• The purpose of the Decision is to act as a warning to critics who disapproved of the direction of the Cultural Revolution.</li> </ul> <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"> <li>• The enthusiasm of the young for the Cultural Revolution was demonstrated in the rally in Tiananmen Square in August 1966, which was attended by over a million young people</li> <li>• Mao deliberately enlisted young people to criticise the ideas and members of the CCP and government that he wanted to remove</li> <li>• The young people who joined the Red Guard were idealistic and were made to feel that they had a special role in creating a new socialist world order.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
<b>1b</b>	<p>Answers will be credited according to their deployment of material in relation to the qualities outlined in the generic mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates are required to analyse and evaluate the source in relation to an enquiry into the reasons for the Japanese occupation of Manchuria in 1931.</p> <p>1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences:</p> <ul style="list-style-type: none"> <li>• This is an official report by the Japanese Ministry of Foreign Affairs into the causes of the invasion of Manchuria and would be expected to be well-informed from the Japanese perspective</li> <li>• The purpose of the report is clearly to justify the Japanese invasion</li> <li>• The report was written within a year of the invasion before the affair had been fully investigated by an independent inquiry.</li> </ul> <p>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences:</p> <ul style="list-style-type: none"> <li>• Claims that the Chinese were responsible for the outbreak of hostilities ('armed clash... hostile attitude of the Chinese troops in Mukden')</li> <li>• Implies that the Japanese had to invade promptly because their position in the whole of Manchuria was under threat ('the Chinese troops in other places would also commence active hostilities.')</li> <li>• Provides evidence that the Japanese were faced by a much larger Chinese army ('the Japanese army serving in Manchuria at that time was only 10,400... the Chinese was as high as 220,000.')</li> <li>• Suggests that the Japanese action was defensive ('our army, they promptly commenced operations for removing all causes of danger by disarming the Chinese troops in its region.').</li> </ul> <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Japanese had been expanding their position in Manchuria since 1905 establishing the area as a Japanese sphere of influence; they had ambitions to incorporate it into Japan</li> <li>• The provocation outlined by the Japanese Foreign Ministry did not happen; the bombing incident by Chinese saboteurs was invented</li> </ul>



Question	Indicative content
	<p data-bbox="395 154 970 188">by conspirators in the Guandong Army</p> <ul data-bbox="347 219 1334 454" style="list-style-type: none"><li data-bbox="347 219 1334 320">• The officers who carried out the bombing did not wait for a response from the Japanese Government before the Guandong Army launched a full-scale sweep across Manchuria</li><li data-bbox="347 351 1334 454">• Under pressure from the war party, the government in Tokyo authorised the actions of the Guandong Army and within six months the whole of Manchuria was under Japanese control.</li></ul> <p data-bbox="300 555 916 589">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 completion of the Long March was the most important reason for the survival of communism in China in the years 1927-45.</p> <p>The arguments and evidence that the completion of the Long March was the most important reason for the survival of communism in China in the years 1927-45 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The CCP would have been destroyed in the Jiangxi Soviet in 1934 by the GMD encirclement campaign if it had not embarked on the Long March</li> <li>• The marchers survived 15 pitched battles against the GMD during the March and developed the concept of martyrdom; Party members were encouraged to show dedication and self-sacrifice</li> <li>• Mao Zedong rose to take the leadership of the CCP during the Long March and he was essential in the survival and development of communism in China to 1945</li> <li>• The values and attitudes engendered by the Long March and the myth associated with it promoted a culture of communist heroism, dedication and self-sacrifice.</li> </ul> <p>The arguments and evidence that there were other more important reasons for the survival of communism in China in the years 1927-45 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Long March did not guarantee survival; only 20,000 out of 100,000 Communists survived and the GMD remained strong</li> <li>• The Japanese invasion meant that Chiang had to set aside his main aim to destroy the CCP to focus on driving out the Japanese (in the 1970s Mao thanked the Japanese for their contribution to the success of the Communists)</li> <li>• The GMD failed to address peasant poverty, which made the peasantry more receptive to communism. In 1935-45, Mao focused on recruiting peasants to the movement in the Yanan Soviet</li> <li>• In Xian in December 1936, Chiang agreed to a second United Front to wage war against the Japanese. This was a major victory for the CCP because it forced Chiang to recognise the legitimacy of the CCP</li> <li>• The Red Army played a vital role in winning support for the CCP at Yanan with its focus on assisting the peasants.</li> </ul> <p>Other relevant material must be credited.</p>

3

Answers will be credited according to their deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.

Candidates are expected to reach a judgement about whether, in the years 1911-27, the most significant result of the fall of the Qing dynasty was the rise of the Guomindang.

The arguments and evidence that, in the years 1911-27, the most significant result of the fall of the Qing dynasty was the rise of the Guomindang should be analysed and evaluated. Relevant points may include:

- The GMD was formed as a parliamentary party shortly after the Manchu abdication
- In 1917 the death of Yuan allowed Sun Yat Sen to return to China and establish a rival nationalist government in Guangzhou where he reformed the GMD
- Marxist ideas spread as a result of the failure of the 1911 Revolution to deliver real change. The Russian Bolsheviks offered help to the GMD in removing the warlords and encouraged the small CCP to join them
- Chiang Kaishek launched the Northern Expedition against the warlords in 1926, and demonstrated the strength of the GMD by turning against the Communists in 1927.

The arguments and evidence that, in the years 1911-27, there were other more significant results from the fall of the Qing dynasty than the rise of the GMD should be analysed and evaluated. Relevant points may include:

- The 1911 Revolution failed to provide a lasting alternative government; warlords filled the power vacuum that followed the failure of Yuan's government, and they dominated government in China until 1927
- Sun Yat Sen was forced to flee to Japan in 1911 and did not return until after the death of Yuan Shikai; in the short term the GMD could not take advantage of the opportunities provided by the fall of the Qing dynasty
- The 1911 Revolution encouraged the growth of radical ideas. The 4 May Movement of 1919 played an important long-term role in promoting the rejection of foreign influence in China.

Other relevant material must be credited.

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 how far the lives of women living in the countryside differed from those living in urban areas in the years 1950-76.</p> <p>The arguments and evidence that the lives of women living in the countryside did differ from those living in urban areas in the years 1950-76 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Women in the communes earned less than men as they were not able to do the hard physical labour that paid more. Urban women were more able to earn the same rates of pay as men</li><li>• Women in the countryside had limited access to education compared to urban women</li><li>• Women in the countryside had limited employment opportunities compared to urban women who were able to work in heavy industry and in the service sector</li><li>• There was great opposition to the Marriage Law in the countryside where long held traditions were difficult to break: wife-selling and divorce was common during the Great Famine</li><li>• The policy to limit the size of families through the use of contraceptives had limited success in the countryside compared to the towns because rural women were expected by their husbands to have many children.</li></ul> <p>The arguments and evidence that the lives of women living in the countryside did not differ from those living in urban areas in the years 1950-76 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The 1950 Marriage Law applied to women in both town and countryside</li><li>• Women in urban factories and rural communes were to be emancipated from domestic duties by the provision of canteens, laundries and kindergartens. In reality they performed both domestic and economic duties</li><li>• Women in both town and countryside lost control over their children in the Cultural Revolution.</li></ul> <p>Other relevant material must be credited.</p>
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