



## **Mark Scheme (Results)**

Summer 2018

International Advanced  
Level in History (WHI02/1B)

Paper 2: Breadth Study with  
Source Evaluation

Option 1B: China, 1900–76

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2018

Publications Code: WHI02\_1B\_1806\_MS

All the material in this publication is copyright

© Pearson Education Ltd 2018

## 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"> <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>
2	4–6	<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>
3	7–10	<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 changes in the treatment of women in Communist China in the early 1950s.</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"> <li>• It provides evidence that women were to be treated equally to men ('on equal rights for both sexes')</li> <li>• It provides evidence that the previous treatment of women as property was to come to an end ('feudal marriage system ... shall be abolished')</li> <li>• It suggests that the treatment and rights of girls was to be improved ('Parents have the duty to rear and educate their children. Infanticide by drowning ... strictly prohibited.')</li> <li>• It suggests that fathers would no longer control their daughters' marriages ('Marriage shall be based upon the complete willingness of the two partners', 'no third party shall be allowed to interfere').</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>• The 1950 Marriage Law was an official policy passed by the Communist Party and outlined exactly what the position of women would be in the PRC</li> <li>• The date of the Marriage Law, just seven months after the establishment of the PRC, demonstrates the importance of tackling the treatment of women in China</li> <li>• The Marriage Law was an aspiration; it represented the desire to establish a communist society in China in which women were equal to men.</li> </ul> <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"> <li>• Prior to the communist revolution, women had been second-class citizens, the property of their fathers and husbands with no legal rights</li> <li>• The policy against infanticide was to prevent the killing of baby girls who had previously been regarded as of lesser value to boys</li> <li>• The CCP was keen to extend political rights to women, e.g. the All-China Women's Federation, established in 1949, sent officials into rural areas to encourage women to participate in local politics.</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 failures in agricultural production during the Great Leap Forward.</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>• Mikhail Klochko was a technical expert and was able to give an expert's eyewitness opinion on the economic failures of the Great Leap Forward</li> <li>• Mikhail Klochko was a Soviet and therefore able to offer an outsider's opinion on the Great Leap Forward</li> <li>• The source was produced after Klochko had defected and therefore not subject to controls under the communist system</li> <li>• Klochko's decision to defect suggests that he was opposed to the communist system and therefore more likely to adopt a critical position.</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>• It provides evidence that large numbers of people were involved in the Four Noes campaign ('all the manpower of my hotel mobilised and participating')</li> <li>• It suggests that the Four Noes campaign was responsible for the failure of agricultural production ('sparrows ... also destroyed many harmful insects')</li> <li>• It provides evidence that the Four Noes campaign led to the destruction of the crop ('the insects continued to feast on China's crops')</li> <li>• It implies that non-experts in the CCP were responsible for the failures in agriculture ('initiated ... by some bigwig of the Party who had decided that the sparrows were devouring ... the harvests').</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 the content. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Without the birds, caterpillars and other insects and vermin multiplied and ate the crops in the field and the grain in the stores</li> <li>• The pace of collectivisation was increased during the Great Leap Forward to increase the output of food significantly but the peasants were reluctant to join the collectives</li> <li>• The Great Leap Forward diverted peasants to work in industry, in backyard furnaces and in the anti-sparrow campaign. The harvest was left to rot in the fields</li> <li>• Mao blamed local party cadres for the failings but regional and local officials took their lead from Mao who was responsible for driving the Great Leap Forward.</li> </ul> <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 how accurate it is to say that, in the years 1900-27, foreign influence was responsible for the development of Shanghai as an industrial centre.</p> <p>The arguments and evidence that in the years 1900-27, foreign influence was responsible for the development of Shanghai as an industrial centre should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Treaty of Shimonoseki imposed on China in 1896 granted foreigners the rights to establish industrial enterprises in the treaty ports, and encouraged massive foreign direct investment</li> <li>• The development of Shanghai was encouraged by foreign concessions granted by the Qing; the establishment of the international settlement encouraged the development of electricity and gas</li> <li>• Shanghai's industrial development was facilitated by the growth of railways that were built and controlled by the foreign companies granted concessions by the Qing</li> <li>• By the end of the 1920s Shanghai had become the largest and most industrialised centre in China as a result of the success of the textile industry which was modelled on the British system.</li> </ul> <p>The arguments and evidence that in the years 1900-27, other factors were responsible for the development of Shanghai as an industrial centre should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Chinese businessmen and workers resisted foreign interference in Shanghai, e.g. in 1919 the protest against the unequal treaties included a boycott of Japanese goods</li> <li>• The geographical position of Shanghai with its port on the coast and its position on the Yangtze River provided it with an advantageous trading position that facilitated its industrial development</li> <li>• The development of Shanghai as an industrial centre benefitted from the improvement in technology including improved communications by the use of the telegraph</li> <li>• The breakdown of control by Beijing in the period was a contributory factor in the development of the importance of Shanghai.</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 how accurate it is to say that the USA played the most significant role in ending Japanese expansion in China in the years 1931-45.

The arguments and evidence that the USA played the most significant role in ending Japanese expansion in China in the years 1931-45 should be analysed and evaluated. Relevant points may include:

- In 1940, Roosevelt approved credits to the Chinese government to purchase war supplies and, later that year, the USA imposed a full embargo on Japan which hampered its expansion
- The USA provided China with vast resources to fight against Japan after it entered the Second World War in 1941; by 1945 it had invested over a billion dollars in China
- The use of the two atomic bombs by the USA forced the withdrawal of the Japanese from China in August 1945
- The GMD's main focus was on attacking the CCP which meant that it was not until America's intervention that progress was made in ending Japanese expansion.

The arguments and evidence that the USA did not play the most significant role and/or other factors played a more significant role in ending Japanese expansion in China in the years 1931-45 should be analysed and evaluated. Relevant points may include:

- The USA criticised the Japanese invasion of Manchuria in 1931 but was not prepared to intervene and therefore played little role in stopping Japanese expansion before 1940
- Chiang Kai-shek took the important stance of declaring war against Japan in 1937 which marked the start of China's armed struggle against Japanese expansion
- The CCP's Red Army played a significant role, e.g. its use of guerrilla tactics made continued Japanese expansion difficult and the peasants it recruited informed the CCP of Japanese positions
- The USA did not supply troops to fight against the Japanese in China; it was Chinese troops from the NRA and Red Army that engaged in combat against the Japanese.

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 accurate it is to say that, in the years 1962-76, Mao faced significant opposition from leading members of the CCP.</p> <p>The arguments and evidence that, in the years 1962-76, Mao faced significant opposition from leading members of the CCP should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• In 1962, Mao faced criticism from Liu Shaoqi and Deng Xiaoping about the failures of the Great Leap Forward. Their criticism of Mao's ideological approach to the economy questioned his authority</li><li>• Liu and his allies had the support of most of the Politburo and the rank and file of the CCP which meant they would be difficult to remove, e.g. 7000 cadres meeting of Jan/Feb 1962 was critical of Mao</li><li>• During the early stages of the Cultural Revolution, Liu and Deng attempted to control the students' criticisms by diverting them away from the party. Mao claimed they were frustrating his orders</li><li>• In 1970 Lin Biao (2<sup>nd</sup> in the hierarchy) and Chen Boda (4<sup>th</sup> in the hierarchy) opposed the abolition of the office of State Chairman. Mao identified the development of a faction against him in the CCP.</li></ul> <p>The arguments and evidence that, in the years 1962-76, Mao did not face significant opposition from leading members of the CCP should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• In the 1960s, Mao could rely on the support of Lin Biao in any struggles with the CCP leadership. As head of the PLA, he was a powerful ally</li><li>• Jiang Qing was a key source of support during the Cultural Revolution. She played a leading role and had allies in the propaganda department on whom Mao could rely</li><li>• Potential opponents such as Deng, Liu and Peng Zhen were careful not to express open opposition to Mao's policies, which reduced the seriousness of the threat they posed</li><li>• Lin Biao was easily defeated; he panicked and fled north when he feared that Mao suspected him of factionalism.</li></ul> <p>Other relevant material must be credited.</p>
---	--