



Mark Scheme (Results)

Summer 2025

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 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	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. Other relevant material not suggested below must also be credited. Candidates are required to analyse the source and consider its value for an enquiry into the responsibility for the outbreak of the crisis in Manchuria in 1931. 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: • It provides evidence that the Japanese General Staff planned the attack on Manchuria ('evidence is ... convincing ... carefully planned ... Several of the participants have admitted their part') • It indicates that an imbalance in the number of troops stationed in Manchuria precipitated the crisis ('the 10,000 Japanese troops stationed there faced a hostile army of 200,000 men') • It implies that Japan was completely responsible for the crisis ('claims are false. The Chinese troops had no plan to attack the Japanese. The Tribunal rejects the Japanese defence.'). 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: • The judgement made at the International Military Tribunal was based on the evidence presented in the trial • The trial, conducted by the countries that fought against Japan, had international recognition for its judgements • The language and tone are unequivocal in pronouncing responsibility. 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: • Japan had long-term ambitions to occupy Manchuria and utilise its many resources in developing the Japanese economy. The advent of the Depression in the early 1930s increased its desire to secure Manchuria • A group of officers in the Japanese Guandong army concocted a plot to blow up a stretch of the southern Manchurian railway near Mukden and to blame it on Chinese saboteurs • The Guandong Army, without waiting for approval from the Japanese government, swept through Manchuria and destroyed any Chinese authority there • Chiang Kai-shek was in the middle of his third encirclement campaign and did not want to confront Japan. He ordered the withdrawal of forces south of the Great Wall. Other relevant material must be credited.

Question	Indicative content
1b	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. Other relevant material not suggested below must also be credited. Candidates are required to analyse and evaluate the source in relation to an enquiry into the consequences of the Great Leap Forward. 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: • Peng Dehuai was a leading member of the CCP government with access to inside information and will have been in a good position to assess the results of the Great Leap Forward • Peng's readiness to criticise the results of the Great Leap Forward to Mao indicates that he felt strongly about its shortcomings • The language and tone used indicates that Peng was careful to balance criticism with some praise in order to soften the criticism and make it more palatable for Mao. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It claims that the Great Leap Forward did lead to significant successes ('proved the correctness of the Party decision for building socialism ... This was a great success for China.') • It suggests that poor planning led to failures ('excessive number of ... projects were hastily started... completion of some essential projects... postponed because funds ...spread across too many projects.') • It suggests that the backyard furnace campaign was a mistake ('too many small blast furnaces were built, wasting material, money and manpower. This, of course, was a rather big loss.') • It implies that exaggerated outcomes by officials led to damaging consequences ('exaggeration on an extensive scale... grain output was overestimated. This created a false impression.'). 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: • There were some outstanding achievements in 1958. Eleven million tonnes of steel were produced and there were huge rises in the production of coal, wood, cement and fertiliser • The backyard steel furnaces produced steel of such poor quality that it had to be thrown away. The removal of labour from the farms to produce backyard steel led to a significant fall in agricultural production • The 'anti-sparrow' campaign, the failure of collectivisation to incentivise production, Lysenkoism and the exaggeration of agricultural output led to famine. Up to fifty million people died • Industrial planning was severely hampered by the withdrawal of the Soviet experts in response to Mao's rejection of the Soviet model for achieving communism. Other relevant material must be credited.

Section B: Indicative content

Option 1B: China, 1900–76

Question	Indicative content
2	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 the downfall of the Qing dynasty in 1912 was the most significant factor causing chaos in China in the years 1900-27. The arguments and evidence that the downfall of the Qing dynasty in 1912 was the most significant factor causing chaos in China in the years 1900-27 should be analysed and evaluated. Relevant points may include: • The revolution that brought down the Qing caused chaos. The soldiers' mutiny in Wuhan in 1911 spread revolt to other provinces. Han soldiers massacred Manchu troops. General Yuan switched to the rebel side • Yuan Shikai replaced the Qing as ruler of the republic. He aspired to be emperor. He caused chaos by undermining the fledgling democracy by dismissing GMD governors in 1913 and ruling through his Beijing army • The downfall of the Qing led to the collapse of central government in China. Power was seized by regional warlords who ran their own legal and financial systems, collected taxes and terrorised their populations. The arguments and evidence that, the downfall of the Qing dynasty in 1912 was not the most significant factor causing chaos in China in the years 1900-27/there were other more important factors causing chaos in China should be analysed and evaluated. Relevant points may include: • The political system was responsible for chaos before the fall of the Qing. The accession of the two-year old Pu Yi in 1908 significantly weakened the government. Political reforms failed and revolutionary ideas spread • The Boxer Rebellion and its aftermath was a cause for chaos. The heavy reparations placed a huge financial burden on China. The granting of railway concessions to foreigners built up revolutionary sentiments • Foreign interference was a cause of chaos in China, e.g. Yuan accepted the 21 Demands in 1915. This led to an army revolt. The decision to grant Shangdong to Japan in the Versailles settlement led to protests • Natural disasters caused chaos. There was drought in 1918 and flooding in 1910 and 1923-25. In 1923-25, there was no central government to organise relief for the population. Millions died as a consequence • Economic issues led to chaos. In 1900-10, resentment over low wages led to factory strikes. In the warlord era, printing money caused inflation and depreciation of the currency. High taxes burdened the population • The collapse of the United Front in 1927 caused chaos. Chiang turned on the CCP and ordered his troops to carry out a massacre in Shanghai. The GMD was supported in its actions by the triad and the Green Gang. Other relevant material must be credited.

Question	Indicative content
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 the impact of the Cold War on China changed during the years 1949-76. The arguments and evidence that the impact of the Cold War on China changed during the years 1949-76 should be analysed and evaluated. Relevant points may include: • In 1950, China allied itself with the Soviet Union in the Treaty of Friendship, Alliance and Mutual Assistance. The relationship deteriorated leading to the withdrawal of Soviet aid and the Sino-Soviet split in 1960 • The Cold War alliance with Russia initially played an important role in the development of China's economy, e.g. the \$300 million loan. Later, in the Great Leap Forward, Mao insisted on independent economic development • China initially depended upon the Soviet Union for the development of its nuclear programme. After the withdrawal of Soviet experts in 1960, China had the expertise to continue and test its own nuclear weapon in 1964 • The impact of the Cold War as a determinant of Chinese foreign policy totally changed. By 1969, there was armed conflict between China and the USSR, and the USA sought a rapprochement with China • China's relationship with the capitalist superpower, the USA, was hostile in 1950. China's economy was adversely affected by the trade embargo. Détente in the 1970s improved relations. The trade embargo was lifted. The arguments and evidence that the impact of the Cold War on China did not change during the years 1949-76 should be analysed and evaluated. Relevant points may include: • China was drawn into a relationship with Soviet Russia throughout this period because both Communist states were drawn to one another to protect themselves in what they perceived to be a hostile capitalist world • China remained suspicious of Soviet Russia throughout the period. Mao did not trust Stalin, rejected Khrushchev's de-Stalinisation and was dubious of Brezhnev's motives in his interventions in Mongolia • China's economy, rather than the Soviet Union's, was responsible for providing the men and material to defend communism in the Cold War flashpoints – the Korean War and the Vietnam - during this period • The Cold War meant that western economic and cultural developments had little impact on China throughout the period. Trade was limited and western music, film, literature and fashion was rejected by Mao's regime. Other relevant material must be credited.

Question	Indicative content
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 barefoot doctors were significant in the development of health provision in China in the years 1949-76. The arguments and evidence that barefoot doctors were significant in the development of health provision in China in the years 1949-76 should be analysed and evaluated. Relevant points may include: • Barefoot doctors were important because the work of trained doctors was disrupted in the 1950s Antis campaigns and, even by the end of the 1960s, China had only 150,000 trained doctors, inadequate for its size • In the late 1960s, one million barefoot doctors were sent into the countryside. Their training was sufficient to treat common problems. They provided the best health care peasants had ever experienced • Barefoot doctors played an important role in challenging traditional practices and spreading medical knowledge and basic care to rural areas • State investment in other health provision was very limited and was focused on urban areas. Eight hundred western-style hospitals were built, which was a very small number for a country as vast as China • The system of barefoot doctors demonstrated that basic health care was a human right. It won international approval, including an endorsement from the WHO, and encouraged similar schemes elsewhere. The arguments and evidence that barefoot doctors were not significant/ there were other more significant factors in the development of health provision in China in the years 1949-76 should be analysed and evaluated. Relevant points may include: • The barefoot doctors were only officially introduced during the Cultural Revolution. Additionally, the training for barefoot doctors was very limited (6 months) and they could only provide very limited care • Peasants quickly realised that barefoot doctors lacked the necessary knowledge, e.g. Jung Chang said peasants wanted nothing to do with her and she settled for providing nursing care and administering injections • The barefoot doctors were mostly the product of Mao's political rhetoric. They were a propaganda method that enabled Mao to win support without diverting funds from his economic and military plans into healthcare • Barefoot doctors were more important in supporting Mao's ideology by working alongside the peasants in the fields for half of their time. This helped to dispel the image of the bourgeois doctor • Patriotic healthcare campaigns run by Party workers who were sent into the countryside to educate the peasants on disease prevention, e.g. through better sanitation, had a significant impact on eliminating diseases. Other relevant material must be credited.

