

Mark scheme

International Advanced Subsidiary  
in History (WHI02/1B)

Paper 2: Breadth Study with  
Source Evaluation

Option 1B: China, 1900–76

## Generic Level Descriptors for Paper 2

### Section A: Question 1(a)

**Target: A02 (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
<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 supporting evidence. The concept of reliability may be addressed, but by making stereotypical judgements.</li> </ul>
<b>2</b>	<b>4–7</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, 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>
<b>3</b>	<b>8–11</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>• 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>
<b>4</b>	<b>12–15</b>	<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
<b>1(a)</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 that 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 the specified enquiry.</p> <ol style="list-style-type: none"> <li>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 from and supported by the source: <ul style="list-style-type: none"> <li>• Provides evidence that Mao placed emphasis on the revolutionary potential of the peasantry, rather than the traditional Marxist emphasis on the urban working classes</li> <li>• Indicates that Mao wanted to draw the middle peasants into supporting the communist cause ('in forging unity with the middle peasants for common action')</li> <li>• Suggests that the CCP's previous policy, that focused solely on the poor peasants, would limit its support and hence the chances of success (The slogan: 'The poor peasants and farm labourers conquer the country and should rule the country' is wrong)</li> <li>• Provides evidence that Mao believed that victory could only come through uniting the support of the peasant and working classes ('it is the poor peasants, middle peasants, and other working people, united together under the leadership of the Chinese Communist Party, who conquer the country')</li> </ul> </li> <li>2. The following points could be made about the origin and nature of the source and applied to ascribe value to information and inferences: <ul style="list-style-type: none"> <li>• Mao was an astute leader who was aware that the CCP needed to be flexible in applying communist dogma in order to achieve the support needed for victory</li> <li>• The purpose of the directive is to instruct the leaders in the CCP to focus on winning the support of the whole peasantry and not to treat the middle peasants as class enemies</li> <li>• The nature of the source – a directive – may be regarded as significant in demonstrating Mao's authority over the direction of policy and in enforcing his plans.</li> </ul> </li> <li>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"> <li>• Mao's appeal to the middle peasants and middle classes was increasing as hyper-inflation undermined their support for the GMD</li> <li>• The middle peasants were wary of land reform that they feared would damage their economic and social position</li> </ul> </li> </ol>

Question	Indicative content
	<ul style="list-style-type: none"> <li>• The Communists won broad support from the peasant masses by policies including rent controls, aid to village communities and restrained behaviour by their troops</li> <li>• Deng Xiaoping mobilised vast peasant armies to support the PLA by the end of 1948.</li> </ul>
Question	Indicative content
<b>1(b)</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 that 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 the specified enquiry.</p> <ol style="list-style-type: none"> <li>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>• Braun was an eyewitness to the events on the Long March</li> <li>• Braun was a military adviser and so was well equipped to judge the quality of the military leadership of the Long March</li> <li>• Braun was a critic of Mao and, because he was removed from the leadership of the Long March by Mao in the Zunyi conference, is perhaps overly critical of Mao's strategy</li> <li>• Braun could not speak Chinese and lost his diary – his account from hindsight may be of questionable reliability given his hostility to Mao, for example his claim that dissatisfaction with Mao led to a power struggle is exaggerated and ignores the outcome of the Zunyi conference.</li> </ul> </li> <li>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"> <li>• Provides evidence that the plan was agreed by all the CCP leaders ('Mao Zedong and his Command Panel')</li> <li>• Suggests that the Long March was a humiliating defeat ('The march increasingly resembled a retreat and eventually degenerated into outright flight')</li> <li>• Indicates that the strategy was responsible for a large loss of life ('The number of deaths ... from disease and exhaustion ... increased daily')</li> <li>• Provides evidence that there was reasoning behind Mao's strategy ('Marching was done at night because the Guomindang air force flew incessant raids during the day, bombing us').</li> </ul> </li> <li>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"> <li>• At first, Mao was not the leader of the Long March; he took control after the Zunyi conference of 1935, which demoted Bo Gu and Braun and turned the CCP away from the 28 Bolsheviks trained by the Comintern</li> <li>• Mao was responsible for the many changes in the direction of the march as the Communists sought to avoid the GMD</li> </ul> </li> </ol>

Question	Indicative content
	<ul style="list-style-type: none"><li data-bbox="411 237 1294 300">• The death rate in the march was high – only c.6,000 out of c.85,000 survived</li><li data-bbox="411 315 1283 349">• The march was represented as a heroic victory by the Communists.</li></ul>

## 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 that is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether the reluctance to accept political reforms in the years 1900–11 was responsible for the revolution of 1911–12.</p> <p>The evidence that the reluctance to accept political reform was responsible for the revolution should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Constitutional reforms were announced in 1906 but they were not for immediate effect – a nine-year preparatory period was allowed</li> <li>• Corrupt officials were ignored – officials were involved in taking bribes and skimming off the take from other officials</li> <li>• Prince Chun, the regent for Emperor Pu Yi from 1908, used his position to preserve the royal house and the status quo</li> <li>• In 1910–11 a national consultative council and cabinet was established - but was dominated by imperial relatives and Manchu nobles, which suggested nothing had really changed.</li> </ul> <p>The evidence that other reasons were responsible for the revolution of 1911–12 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The growth of nationalism driven especially by foreign domination of railways allowed by the Qing dynasty led to calls for change</li> <li>• Financial crisis and the increase in taxes to pay for the reforms that were introduced made the government unpopular</li> <li>• Growth of revolutionary ideas promoted, for example Sun Yat-sen in his revolutionary newspaper smuggled around China and read by students and reformers</li> <li>• The reforms that were implemented made revolution more likely– the establishment of local assemblies in 1908 and provincial assemblies in 1909 raised expectations that were not fulfilled</li> <li>• Military reform led to the establishment of regional military forces that were not loyal to the Qing dynasty. The catalyst was a coup led by Yuan Shikai, the leading general of the new armies.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
3	<p>Answers will be credited according to their deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material that is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether the Sino-Soviet alliance was beneficial for China's economic development in the 1950s.</p> <p>The evidence that the Sino-Soviet alliance was beneficial for China's economic development in the 1950s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Financial aid and investment: USSR under Khrushchev provided generous assistance to China to promote the first Five Year Plan – nearly 42 per cent investment came from the USSR</li> <li>• Technical aid: in the early 1950s, the alliance was cemented by the Soviets sending thousands of experts to assist China's economic development by training Chinese technicians; they also played a key role in restoring the railways</li> <li>• Import of Soviet machinery: the Soviets sped up China's economic development by providing machinery and building industrial plants that China could not otherwise have afforded; China's economy grew by 11 per cent in the First Five Year Plan</li> <li>• China's relationship with the Soviet Union gave her access to nuclear technology.</li> </ul> <p>The evidence that the Sino-Soviet alliance was damaging to China's economic development in the 1950s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The cost of the economic aid – the \$300 million provided by Khrushchev was a loan not a gift; the PRC had to repay the full amount plus interest</li> <li>• The cost of technical support – China had to pay the total cost of the upkeep of the 10,000 Soviet advisers sent to China and give the bulk of her bullion reserves to the USSR</li> <li>• Economic dependence on the USSR – the Sino-Soviet alliance led China into enmity with the USA; the economic consequence was the loss of access to dollars needed for foreign trade and increased China's dependency on the Soviet Union as a trading partner</li> <li>• Ideological influence – China had copied the Soviet economic model, which reflected the rigidities of Soviet ideology, described by Mao as 'walking on one leg'.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to their deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material that is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the years 1962-76 as a period of economic recovery in China.</p> <p>The evidence that the years 1962-76 were a period of economic recovery in China should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Recovery of finances – the budget deficit had been turned into a surplus by 1962 and there was increasing foreign investment in the 1970s</li> <li>• Recovery of agriculture across the period – by 1965, agricultural production had been restored to the levels achieved before the Great Leap Forward and between 1966 and 1976 food production had increased by more than 90 billion kilograms</li> <li>• Recovery of industry – greater flexibility, restoration of a hierarchy and wage differentials helped industrial growth to reach 20 per cent by 1965; new technology was developed, for example first satellite launched in 1970</li> <li>• Oil production – increased by 10 times by 1965 and a further 6.7 times by 1976, thus ending China’s reliance on Soviet imports.</li> </ul> <p>The evidence that this period was not one of economic recovery should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Disruption as a consequence of the Cultural Revolution led to serious economic setbacks in the period 1966-76; industrial production fell by 13.5 per cent in the years 1966-68 including massive reductions in the production of steel, coal and iron</li> <li>• The criticism, demotion and even imprisonment of most engineers, managers, scientists and technicians had a negative impact on recovery by removing expertise</li> <li>• Agricultural production fell in the years 1966–68 and again in 1972, although the reduction was less severe than the decline in industrial production</li> <li>• Austerity programme introduced in 1968, which restricted borrowing from, and lending by, banks and restricted travel from one province to another.</li> </ul> <p>Other relevant material must be credited.</p>