Mark Scheme (Results)

Summer 2023

Pearson Edexcel International Advanced Level in History (WHI02/1B)

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.

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 1A: India, 1857–1948: The Raj to Partition

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 seriousness of the Boxer Rebellion for foreigners in China in 1900. 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 indicates that the rebellion was serious because of the large numbers of Boxers and their supporters involved in the attacks on foreigners ('twenty to fifty thousand voices making that angry noise, … not all …Boxers.') • It suggests that the defences were not quite sufficient to protect the foreigners in the legations ('if we had a machine gun, we would feel even safer.') • It provides evidence that foreigners took matters into their own hands to deal with the threat of the Boxers ('Ten Americans and twenty Russians … killed seventy Boxers, captured ten') • It provides evidence that the actions of the Boxers were a serious threat to the lives of foreigners ("Kill the foreign devils!", 'the Boxers were looting, burning and killing.'). 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: • Luella Miner was living in the compound of a foreign legation at the time of the Boxer attack and was able to comment with some authority on the nature of the threat and the reaction of foreigners to the rebellion • The account was in the form of a diary, giving an immediate reaction to the perceived threats and dangers of the rebellion • The account is relatively objective with Luella acknowledging that not all those who joined in were Boxers and that she could not distinguish everything that was being said. 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: • The Boxers targeted foreign missionaries and foreigners. They wanted to free China from foreign oppression. They were encouraged by Cixi who used them to deflect anger about her regime • In Shanxi, the Boxers slaughtered all the missionaries sheltering there. When the Boxers entered Beijing and besieged the foreign legations,

Question	Indicative content
	they assassinated a Japanese diplomat and the German ambassador • The Western powers sent an Eight-Nation Alliance of 20,000 troops to relieve Beijing. It lifted the siege on 14 August 1900. 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 role of the USA in the outcome of the Civil War in the years 1946-49. 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: • As a communist who had been expelled from the CCP, Peng was able to give an account of someone who was sympathetic to communism but not controlled by the CCP and its 'official' account • The tone and content of the report indicate that, as a communist reporting to a communist organisation, Peng was ideologically opposed to both the GMD and the USA • The report was given two years after Mao's victory in the civil war, giving Peng some time to reflect upon the outcome and the role of the USA in the victory of the communists. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It claims that the USA had supported the GMD in the civil war and tried to engineer its victory ('intended to maintain Chiang's government', 'supplied a tremendous amount of financial aid and military equipment') • It claims that America had intervened in the civil war with the intention of destroying the CCP ('the US plotted … destroy Mao.') • It claims that the GMD lost America's support because of Chiang's corruption ('soon became aware of the extreme corruption of Chiang's administrative and military organisation', 'forced to abandon its aid') • It suggests that the loss of America's support was a key reason for the

Question	Indicative content
	defeat of the GMD in the civil war ('decision by American imperialism came as a death blow to Chiang's regime'). 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: • Chiang's government was based on corruption, with local officials taking bribes. By 1949, he had lost the support of the Chinese people • America attempted to achieve a compromise between the GMD and CCP because it feared Russia would exploit the divisions between them and expand its control in China but, by July 1946, the strategy had failed • The USA gave $3 billion in aid to the GMD. By January 1949, it was clear that Chiang had wasted the money and the USA was not prepared to give any further funding. Without it, Chiang could not defeat the CCP. Other relevant material must be credited.

Section B: Indicative content

Option 1B: 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 the significance of the textile industry in the development of China's economy in the years 1900-27. The arguments and evidence that the textile industry was significant in the development of China's economy in the years 1900-27 should be analysed and evaluated. Relevant points may include: • In 1900, China was the world's biggest cotton importer. The growth of the domestic industry resulted in a dramatic rise in employment. By the late 1920s, 50 per cent of all workers in Shanghai were employed in textiles • Between 1914 and 1922, modern textile capacity trebled in response to overseas demand for Chinese goods. China became the most rapidly expanding textile producer in the world • Initially, textile machinery was imported from Britain and the USA but, by the 1920s, some machinery was produced in China and a textile-machine-tools industry was established that grew to supply neighbouring countries • By the end of the 1920s, Shanghai had become the largest and most industrialised city in China. This was largely due to the growth of the cotton industry. The arguments and evidence that the textile industry was not significant/there were other more significant factors in the development of China's economy in the years 1900-27 should be analysed and evaluated. Relevant points may include: • By 1927, China remained an overwhelmingly poor agricultural society and developments in the textile industry had not changed the essential nature of the economy • Modern textile production supplemented rather than replaced the handicraft spinning and weaving in the traditional textile economy. Handicraft weaving only began to decline by the late 1920s • River traffic played a key role in China's economic development; the Yangse River was navigable from the port at Shanghai for 1400 miles upstream to the cities of Nanjing and Wuhan • There was huge foreign investment in railways. The South Manchurian Railway consortium opened coal mines and developed the land on either

	side of the railway lines, which aided further economic development • The development of China's economy was facilitated by the development of a modern banking industry in the years 1912-23. The number of modern banks increased from seven to 131. 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 the extent to which cultural influences in China changed in the years 1900-49. The arguments and evidence that cultural influences in China changed in the years 1900-49 should be analysed and evaluated. Relevant points may include: • Although Confucianism was the dominant cultural influence in 1900, it was challenged in the years 1900-49, e.g. in the 1910s and 1920s, the New Culture Movement rejected it in favour of western ideals like democracy • The growth of nationalism, promoted by the May the Fourth Movement and the GMD, replaced the influence of Confucianism, particularly among educated young people in the 1920s and 1930s • The influence of American culture grew in the 1930s and 1940s. Americanism promoted liberation and freedom. Chinese authors wrote approvingly of role models such as Washington and Lincoln • Cultural influences changed in the 1930s and 1940s as Marxism became more important. By 1949, Marxism was developing into Chinese Communism. The arguments and evidence that cultural influences in China did not change in the years 1900-49 should be analysed and evaluated. Relevant points may include: • Continuities with the Confucian tradition, such as the subservience of women and respect for elders, were maintained at every level of society and Confucianism remained an integral part of Chinese life

	• Chiang's New Life Movement represented a return to Confucian values. It promoted respect for authority and contained an element of Christian social reformism reminiscent of the influence of Christian missionaries • Religious influences that had been present in 1900 continued to hold sway. Buddhism, Islamism and Christianity continued to be influential, despite hostility to them by the May the Fourth Movement and Marxism. 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 Mao established complete control over the governing of China in the years 1949-76. The arguments and evidence that Mao established complete control over the governing of China in the years 1949-76 should be analysed and evaluated. Relevant points may include: • Mao held the ultimate authority in the government. As Chairman of the Party, he controlled the Politburo, which controlled the Central Committee, the National Government and the PLA • Mao's teaching dominated the political development of the PRC. He was responsible for launching the Three and Five Anti's Campaigns in the early 1950s to probe the loyalty of Party members and businessmen • Mao was the driving force behind economic policy in the years 1949-60. He forced through the changes in the Five-Year Plans, despite the flaws in the plans and the damaging cost to China and its people • Mao's decision to step down from the office of head of state in 1959 strengthened his authority by enabling him to stand aside from the criticisms of the Party and ensure it, and not Mao, was blamed for failures • Mao was responsible for launching the Cultural Revolution. He believed the revolution had been weakened by 'capitalist roaders'. He used the Cultural Revolution to remove opponents in the CCP, e.g. Liu and Deng. The arguments and evidence that Mao did not establish complete control over

	the governing of China in the years 1949-76 should be analysed and evaluated. Relevant points may include: • Although Mao had promoted the Hundred Flowers Campaign, criticisms of government did not stop with leading members of the CCP but also challenged Mao's authority by criticising him • In 1962, Mao's authority was questioned by Liu Shaoqi and Deng Xiaoping, who criticised Mao's ideological approach to the economy. Mao withdrew from public view and Liu and Deng managed the economy • Mao's authority was challenged during the early stages of the Cultural Revolution by Liu and Deng, who tried to divert criticisms away from the Party, and by Biao, who opposed abolishing the office of State Chairman • Mao and the Gang of Four greatly resented the widespread mourning following the death of Zhou Enlai in January 1976. The outpouring of grief was taken as indirect criticism of Mao. Other relevant material must be credited.

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