GradeMax



Mark Scheme (Results)

January 2018

Pearson International Advanced Level
In History

WHI02: Breadth Study with Sourse 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 or 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.

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

January 2018
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 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
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
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 impact of the Boxer Rising on China's relations with the foreign powers. 1.The value could be identified in terms of the following points of information from the source, and the inferences that could be drawn and supported from the source: • It suggests that the Imperial Government was obliged to give in to the foreign powers ('accepted all the conditions laid down'; 'compensation of £67 million') • It provides evidence of the restrictions placed on the Chinese as a result of the Boxer Rising ('No Chinese shall have the right to reside there.') • It provides evidence of the one-way nature of the concessions made by the Chinese to the foreign powers ('specially reserved for their use and placed under their exclusive control'). 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 Protocol is an official document outlining the conditions imposed on the Imperial Government of China • The tone and content of the Protocol suggest that its purpose was to confirm foreign dominance within China • The nature of the terms confirms the unequal position between China and the foreign powers. 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: • In the immediate aftermath, Cixi and the emperor fled to the south

Question	Indicative content
	disguised as peasants. Cixi's support for the Boxers and their defeat undermined her authority • Many of Cixi's advisers did not want to accept the terms and insisted that the China could succeed in war but Cixi was practical, and agreed to the terms after her position was guaranteed • The Qing refused to give up any land to the foreign powers • The compensation was a crippling burden on China, nearly twice the annual revenue of the state, and created bitterness and outrage in the population as well as encouraging nationalist sentiments. Other relevant material must be credited.
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 achievements of the Communist forces during the Long March (1934-35). 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: • The author was a Chinese Communist and participated in the Long March and is thus in an excellent position to comment on the achievements during the March • The tone and content of the source indicate that it is propaganda, with the purpose to glorify the achievements of the marchers and to promote Chinese Communism and the role of Chairman Mao • Yang Chengwu provided this account a long time after the event and after the death of Mao. This has not only provided the time to reflect but also removed one pressure to produce a heroic account. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It provides evidence that the Communist forces faced great danger on the Long March ('crept across on the swaying bridge-chains in the face of intense enemy fire') • It implies that the Communist forces were determined and refused to give in to the enemy (Our brave men fought until all their bullets and grenades were spent') • It indicates that the Communist forces were victorious ('The enemy's dream ended in smoke.') • It claims that the Communist forces were heroes ('The 22 heroes', 'Our brave men'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note

Question	Indicative content
	limitations or to challenge aspects of content. Relevant points may include: • The Long March promoted the idea of comradeship and self-sacrifice for the cause and created Communist martyrs • The crossing of the Dadu River is one of the most famous accounts of Communist heroism during the Long March, although some writers doubt it ever happened, and regard it as myth and legend created by the CCP • In the course of the March the Communists endured a high level of casualties; only 10,000 of the original 80,000 marchers survived. Other relevant material must be credited.

Section B: Indicative content

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, in the years 1927-49, Chiang Kai-shek's management of the economy in China was a complete failure. The arguments and evidence that, in the years 1927-49, Chiang Kai-shek's management of the economy in China was a complete failure should be analysed and evaluated. Relevant points may include: • Chiang's management of the economy was focused on providing the resources to defeat the Communists, as well as fighting the war against Japan 1937-45, at the expense of other economic concerns • Chiang failed to control government spending and the deficit had to be funded by increased borrowing, which resulted in hyperinflation after 1937, and from donations from gangster groups, e.g. the Green Gang • Chiang was unable to bring China's high foreign debts under control. Between 1927 and 1937 China paid thirty-three per cent of her entire income to fund her foreign loans • Chiang failed to introduce reforms in agriculture and was incapable of preventing or alleviating the widespread famine in China in 1934-35 that resulted in the death of approximately 30 million people • Chiang's attempt to fund the civil war against the CCP by means of a forced exchange of currency in 1948 led to resistance by 3000 businessmen, who were imprisoned, and impoverished the Chinese middle classes. The arguments and evidence that in the years 1927-49, Chiang Kai-shek's management of the economy in China was not a complete failure should be analysed and evaluated. Relevant points may include: • T V Soong, as Finance Minister, was very successful in raising the funds necessary to enable Chiang to resume his conquest of the north of China • There were key achievements in the economy including the construction of 3000 miles of railway and the completion of the line between Wuhan and Canton, which enabled travel by rail from the north to the south in China • Chiang was successful in reducing the number of foreign concessions in China from 33 to 13 and in regaining full control of its tariffs and customs • Chiang brought the Chinese banks under central control and established the Shanghai stock exchange as an international financial market. Other relevant material must be credited.

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 far the lives of women in China improved during the years 1949-76. The arguments and evidence that the lives of women in China improved during the years 1949-76 should be analysed and evaluated. Relevant points may include: • The 1950 Marriage Law raised women to equal status with men and banned arranged marriages and dowries. By 1976 arranged marriages had fallen from 18.6 per cent of all marriage to 0.8 per cent • Family planning and access to contraceptives did enable women to reduce the number of children they bore • In politics, women were given equal voting rights and were encouraged to participate in politics at local and provincial levels. Between 1949 and 1976, women were elected to local committees and cooperatives • Women abandoned their traditional roles and joined the workforce. Crèches and communal canteens were established to allow this to happen. Women in the workforce rose from 8% in 1949 to 29% by the mid-1960s • Access to education for girls was improved. In 1949 only 38 per cent of girls completed primary education; this rose to 100 per cent after 1959. Educated girls were able to join the PLA as platoon leaders and company commanders. The arguments and evidence that the lives of women in China did not improve during the years 1949-76 should be analysed and evaluated. Relevant points may include: • Traditional attitudes to marriage were hard to destroy; in rural areas, and especially in Muslim areas, the use of matchmakers to arrange marriages continued and rural marriages continued with the exchange of gifts • Women's participation in politics was opposed by men and, throughout the period, few women achieved high ranking positions in the Party • Women were not treated equally in the workplace; they continued to be treated as being of lesser value than men and received fewer work points. At home, they continued to do most of the household jobs and childcare • There was little improvement in the lives of women in agricultural communities; women were paid less and their inequality was emphasised in the famine when some husbands sold their wives in return for food • Young women who joined the PLA were returned to their domestic duties when their time in service was finished. Other relevant material must be credited.

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 the main consequence of the Cultural Revolution was the damage to education in China. The arguments and evidence that the main consequence of the Cultural Revolution was the damage to education in China should be analysed and evaluated. Relevant points may include: • Intellectuals and teachers were identified as enemies and as one of the 'Four Olds' and there were many instances of young people torturing them and beating them to death • By the end of 1966 all schools and colleges were closed so that children could take part in the revolutionary struggle. This did significant damage to the education system in China • Education was not revived in 1969 when Mao called the Revolution to a halt; young people were sent to the mountains and the countryside to learn about the lives of peasants rather than being returned to schools • The 1982 census revealed the destructive impact of the Cultural Revolution on education: less than one per cent of the population had a degree and only 35 per cent of the population had attended school up to the age of 12. The arguments and evidence that there were other more important consequences of the Cultural Revolution than the damage to education in China should be analysed and evaluated. Relevant points may include: • The closure of schools was only temporary. In 1968, the PLA reopened the schools to encourage young people off the streets and back into education • Mao used the Cultural Revolution to purge the CCP of 'revisionist elements'. By 1969 over 70 per cent of local party officials and 60 percent of the highest-ranking officials in the national party had been removed • Mao used the Cultural Revolution to remove his leading party members who had opposed or questioned his policies, e.g. Liu Shaoqi • The Cultural Revolution significantly enhanced Mao's power and position as the unchallenged leader of China. The Cult of Mao reached its height at this time and was particularly influential on the young • The Cultural Revolution had a destructive impact on the economy, particularly in the years 1966 and 1970 when industrial production fell by 13 per cent • Progress in healthcare was damaged because doctors were suspected of being enemies; many doctors cancelled operations to show solidarity with workers by sweeping floors. Other relevant material must be credited.

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom