



Mark Scheme (Results)

Summer 2026

Pearson Edexcel International Advanced Level in History
WHI02/1B

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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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<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 the changes introduced for women in the new Marriage Law of 1950.</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">• It implies that the changes introduced by the new Marriage Law were positive ('It frees both men and women from bossy parents and in-laws')• It claims that women would enjoy greater equality under the new law ('gives women full legal equality with men', 'It outlaws ... their lifelong subjugation to men')• It provides evidence that the old practices will be abolished ('It outlaws the old 'feudal' marriage system, which for thousands of years has tolerated polygamy, the sale of women')• It indicates that the law could be difficult to enforce ('China's news organisation does not explain how the new law is going to be enforced in a society which has been practising pretty much the opposite system.'). <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">• The Australian newspaper was not subject to Chinese censorship and propaganda and was free to publish its views• The language and tone from a Western capitalist source indicate that the newspaper supported the terms of the Marriage Law• The report, coming just a few weeks after the law had been passed, gives an immediate reaction and initial thoughts on the passing of the Marriage Law. <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">• Women achieved greater equality in marriage with the entitlement to property rights and the right to seek divorce• Then minimum age of marriage was raised to 18 years for women and 20 years for men to bring an end to child marriage• The new law proved difficult to enforce in rural areas, where the use of matchmakers and the providing of dowries continued. <p>Other relevant material must be credited.</p>

Question	Indicative content
1b	<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 why the Communists defeated the Guomindang in the civil war in China in the years 1946–49.</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"> • Jung Chang’s parents were eyewitnesses to the condition of China during the civil war and would very likely have given their impressions to Chang • Chang’s account was informed by her perspectives, firstly as a dedicated Maoist and later as one who rejected the CCP and its ideology • Chang’s book was published in the West where it would be free from any form of censorship • The language and tone of the account is favourable to the actions of the CCP at that time in its history. <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"> • It suggests that, rather than Communist action, the GMD’s mismanagement of the economy was responsible for its defeat (‘Corruption caused chaos.’, ‘situation ... more desperate every day.’) • It indicates that the CCP’s behaviour and actions won support from captured GMD soldiers (‘Communist policy not to execute anyone who surrendered, and to treat all prisoners well.’) • It suggests that former GMD soldiers were persuaded to fight for the CCP in return for land (‘The Communists said the revolution was all about giving peasants land.’) • It suggests that the CCP was able to defeat the GMD because it won the support of local populations (‘gained the goodwill of the locals ... exemplary behaviour. ... sharp contrast with the Guomindang troops.’). <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"> • Chiang’s economic record was poor. High taxes and high inflation lost the GMD support from the middle classes and the mistreatment of peasants drove them into the arms of the Communists. • GMD recruits were poorly supplied and badly treated. A high number of deaths and desertions reduced its strength and made defeat more likely • The CCP successfully persuaded people of the benefits of revolution. Peasants sought land and the middle classes were won over by the CCP’s patriotic commitment to China. <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 whether, in the years 1900–19, foreign influence in China was strengthened.</p> <p>The arguments and evidence that, in the years 1900–19, foreign influence in China was strengthened should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Foreign influence in China was strengthened after the Boxer Rebellion. The £67 million reparations and the destruction of China's military fortifications strengthened the Western Powers compared to their pre-1900 position• Foreign influence was strengthened by the acquisition of concessions from the Qing to build railway and telegraphy lines and the profits that they generated• Britain's influence in China was strengthened in 1904 when a British force marched into Tibet and forced the imperial government to recognise Tibetan independence. This strengthened Britain's control in the region• Japan's influence in China was strengthened by its victory in the 1904–05 war against Russia. It increased its influence in Manchuria as a source of materials and market for industrial goods• Japan's influence in China was significantly strengthened in 1915 when Yuan was forced to accept the Twenty-One Demands, and when Japan took the Shandong region under the 1919 Treaty of Versailles. <p>The arguments and evidence that, in the years 1900–19, foreign influence in China was weakened/remained the same should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Britain maintained its dominant economic position throughout the period by its control of China's internal trade via its control of Shanghai and the river traffic on the Yangtze• Western learning remained influential in China throughout the period. Leading members of the GMD, e.g. Sun Yat-sen, were educated in the West and brought ideas back to China• Foreign influence over railways was weakened by formation of railway protection movements and the upheaval that they caused, leading, in 1912, to the nationalisation of trunk lines with limited compensation• Britain, France, Germany and Russia were unable to maintain their influence in China after the outbreak of the First World War. In the Treaty of Versailles, Germany's concessions were granted to Japan. <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 which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether, in the years 1949–76, Mao’s policies towards agriculture were a complete failure.</p> <p>The arguments and evidence that, in the years 1949–76, Mao’s policies towards agriculture were a complete failure should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Mao failed to persuade peasants to embrace communist principles in agriculture. Under the APCs, the land still belonged to peasants so richer peasants bought more land. Thus, Mao felt obliged to halt the APCs • Forced collectivisation was a failure. Peasants resisted by burning crops and killing livestock. The result was a huge decline in production which contributed to the Great Famine that resulted in 50 million deaths • The Four Noes Campaign to destroy the pests that ate crops and grain was a failure. Without their predators, insects and caterpillars multiplied and destroyed even more produce • Replacing traditional farming failed. Lysenkoism, together with resistance to collectivisation and the sparrowcide led to the collapse of grain production from 282 million tons in 1959 to 143 million tons in 1960 • The failure of agricultural policies was most evident in Tibet. Tibetan peasants were forced to grow wheat and corn instead of growing barley and raising yaks. Production failure led to 1 million deaths. <p>The arguments and evidence that, in the years 1949–76, Mao’s policies towards agriculture had some success should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Agrarian Reform Law of 1950 was successful in delivering the promise by the CCP to remove large landlords who were disliked by poorer peasants. The redistribution of their land was popular with peasants • The introduction of Mutual Aid Teams in the 1950s enjoyed some success. By the end of 1952, 40 per cent of peasants had joined MATs • The establishment of APCs was successful in areas that embraced MATs. They allowed some peasants to retain land ownership while enabling the pooling of resources to use modern machinery and boost crop production • Dazhai was successfully promoted as a model commune, transformed by a production brigade following Maoist methods, by Mao in the 1960s and the Gang of Four in the early 1970s. It impressed foreign visitors. <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 which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether, in the years 1949–76, the role played by Deng Xiaoping in the Government of China was more significant than the role played by Liu Shaoqi in the Government of China.</p> <p>The arguments and evidence that, in the years 1949–76, the role played by Deng Xiaoping in the Government of China was more significant than the role played by Liu Shaoqi in the Government of China should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Deng Xiaoping held the important position of party general secretary. He played a key role in the retreat from the Great Leap Forward, particularly in slowing down collectivisation with the restoration of free markets • Deng worked with Chen Yun and Bo Yibo to produce new guidelines for industry in the 1960s. His pragmatic approach was significant in the recovery so that, by 1965, industrial output was double the 1957 level • Deng's authority was significant enough to make Mao feel threatened. Deng favoured rectification from above. By the mid-1960s, Mao was accusing Deng of being capitalist and of running an independent kingdom • Although Deng was ousted during the Cultural Revolution, he was restored to power as vice premier in 1973 and he avoided arrest after Zhou's death. After Mao's death, he was able to engineer his own succession • Liu's significance diminished during the Cultural Revolution. He was denounced as a 'capitalist roader' and traitor and removed from his post. He died in prison in November 1969. <p>The arguments and evidence that, in the years 1949–76, the role played by Liu Shaoqi in the Government of China was more significant than the role played by Deng Xiaoping in the Government of China should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Liu was significant in government. As chairman of the Standing Committee, he controlled the organisation that had the power to alter laws, and as Head of State, from 1959–68, he was a key policy maker • As Vice-Chairman of the CCP, Liu was significant in land reform. After the Great Leap Forward, he was responsible for scaling back communes, introducing changes in production and using experts to raise output • Liu played a significant role when Mao stepped back in the early 1960s. He was a pragmatist who, in 1962, rewrote Mao's directives to reinvigorate China's revolutionary zeal. Liu's version de-emphasised the class struggle • Liu's popularity for rebuilding China after the Great Leap Forward made him appear a dangerous rival to Mao. Mao targeted him as a 'capitalist roader' and refused him medical treatment, resulting in his death. <p>Other relevant material must be credited.</p>