



Pearson

# **INTERNATIONAL ADVANCED LEVEL HISTORY**

**Unit 2 WHI02**

**Breadth Study with Source Evaluation**

**Topic Guide**

**Option 1B: China 1900 - 76**

# Introduction

## Unit 2 – Breadth Study with Source Evaluation

This topic booklet has been written to support teachers delivering **Option 1B: China 1900 -76** of the 2015 International Advanced Level History [specification](#).

This Guide includes some additional content guidance; a scheme of work and a list of suggested resources for students and for teachers.

All the options are focused on breadth requiring a broad knowledge and understanding of an extended timescale. This explains the organisation of the specification into four key topic areas of study, each of which has a theme running through the whole timescale. This is in contrast to Units 1 and 3 where the key topics are separated by a different chronology.

Within each key topic, two areas of nominated study are marked in bold italics. The sources for the two questions in Section A will be derived from these nominated areas.

Assessment details such as assessment rationale, Assessment Objectives, question styles and examples and mark schemes are in the ***Getting Started*** guide available on the IAL History web page [here](#).

Question papers and mark schemes with indicative content are also available on-line and are published following each examination session [here](#). This will allow centres to build up a bank of assessment materials.

Principal Examiner Reports for each Paper Option are written for each examination session. These Reports give feedback on overall candidate performance and usually include example response with commentaries reflecting the Level of Response achieved. Principal Examiner reports with Exemplification are available [here](#).

## Option 1B: China 1900 - 76

### Overview

The option is divided into four key topics defined by a theme across the chronology. Although they are defined separately, students should be aware of linkages between them. For example, Key Topic 1 is focussed on the political developments within China but crucial changes were often brought about by external factors and pressure from foreign powers, the subject of Key Topic 2. The crushing of the Boxer Rising by foreign forces and the subsequent treaty had the effect of weakening the Qing. Likewise, economic developments, the subject of Key Topic 3 were heavily influenced at various times by foreign powers e.g. the USSR in the 1950s. The cultural and social changes that form the subject matter of Key topic 4 are closely tied to the political developments in Key topic 1

The focus of the unit is essentially on breadth and hence the four thematic topics which run from 1900-76. Students must have a sufficient grasp of content detail within the delimited key topics to be able to answer questions that target knowledge and understanding of the themes in breadth (AO1), requiring comparisons, contrasts and appreciation of significance, causation and change. In addition, students must develop a sufficient sense of period to contextualise and analyse and evaluate sources rooted in the nominated topic areas shown in bold italics (AO2)

Like many other areas of historical study, this option does require a sound grasp of historical geography to enable students to make sense of the complex events and the roles of individuals. An appreciation of the sheer size of China and its very varied regions is important. Key events like the Long March of 1934-35 can only be understood in this context.

## **Key Topic 1. Order and disorder 1900-76**

This begins with the last years of the Qing Empire and the struggle between reformers, who looked to the imprisoned Emperor, and their opponents around the formidable dowager Empress Cixi.

Students should appreciate that reforms were introduced following the crushing of the Boxer Rising (KT2) and understand why these were unable to save the Manchu dynasty. Students should appreciate why discontent was widespread and the significance of the exiled Sun Yat-sen but also why he lost out in the subsequent power struggle to Yuan Shikai. The prevailing disorder which followed the fall of the Qing should be understood and the terrible period of the semi-breakup of the Chinese state into the competing fiefdoms of the war-lords. The programmes of reform adopted by various groups in these years (1912-27) need to be addressed, particularly the set of reforms associated with the May 4th Movement, once again partially a response to Foreign influences and threats (KT2).

Students should be aware that, during these years, the possibilities for a new China began to be associated with two groups, Sun Yat-sen's Guamindang and the Communists, encouraged by the Soviet Union and the nature of the cooperation of these groups under Soviet tutelage in the years 1923-27.

The period of Guamindang rule under Chiang Kai-shek (Jiang Jieshi) and the increasingly bitter struggle with the Communists occupies the period 1927-49. Students should understand the attempts of Chiang Kai-shek to restore order and appreciate the extent to which disorder remained during these years. The reasons for the survival of the Communists and Mao Zedong's emergence as their triumphant leader should be understood, with knowledge of the context of the Long March and civil war. The central linkage with the Japanese threat and Soviet and US influence (KT2) should also be appreciated.

The triumph of Mao and the Communists in 1949 ushers in the final section to 1976. Students should be aware of the extent to which order was restored in terms of an effective controlling regime while some disorder resulted from aspects of government policies. The origins and consequences of the Hundred Flowers Campaign should be understood. Students should be aware of the extent of the control exercised by Mao and the support for, and challenge to, him from the specified individuals.

Linkage should also be made with such topics as the Great Leap Forward and its consequences (KT3) and the Cultural Revolution (KT4).

## **Key Topic 2. The impact of the world on China, 1900-76**

This deals with the extensive foreign influence on events in China and is closely connected to the pattern of order and disorder addressed in KT1. Students should be aware that, until the 1920s, the pattern was one of Chinese weakness and humiliation well illustrated by the crushing of the Boxer Rising by foreign forces and the subsequent treaty that the Qing were forced to sign. The origins and impact of the Boxer Rising should be understood. Students should understand that Britain was the predominant foreign power with extensive

investments, a sovereign base in Hong Kong and power and influence in the great city of Shanghai and up the Yangtse valley. They should appreciate that, in the North, an aggressive Japan used the First World War to advance its interests and that Japanese aggression was resumed in the 1930s. They should understand the origins and impact of the Manchurian Crisis and also the devastating war in the years 1937-45 and the role of the USA in its outcome. They should be aware that Russian influence also increased as the new Soviet regime sought to export its ideology of revolutionary communism and that the regime of Chiang Kai-shek increasingly turned to the USA for help and advice.

Students should understand that the triumph of Mao and the CCP in 1949 initially heightened Soviet influence and appreciate the importance of Soviet economic aid. A study of international relations is not required, but they should be aware of the impact on China of the Cold War. They are not required to have knowledge of the events of the Korean War, but should appreciate the impact in China of its involvement, for example, in terms of the costs of involvement and benefits to esteem as China's international role was seen to be enhanced. They should be aware that, from the late 1950s, Mao chose to break with the USSR and, by 1969, had engaged in a military confrontation with the Soviet Union. They should appreciate the impact of this on China, including the beginnings of detente with the West.

### **Key Topic 3. Economic changes 1900-76**

This requires an understanding of the attempts to modernise China and transform an economy based overwhelmingly on labour-intensive farming, with limited communications, into one with a large industrial sector. They should appreciate the negative impact of war and civil strife, but that the period of predominant disorder in the first quarter of the twentieth century was nevertheless marked by very real advances communications, in railway construction and the creation of an industrial hub in Shanghai with a busy commercial river traffic up the Yangtse and its tributaries; in the North in the 1930s, the Japanese occupation of Manchuria (KT2) led to a growth in industry and the exploitation of the extensive mineral wealth available there. The work of TV Soong and the China Development Finance Corporation should also be understood.

The very mixed achievements of Mao and the CCP in the years from 1949 to 1976 should be analysed with an appreciation of the solid advances in industry in the 1950s and the resumed advances in the period 1962-66 in both agriculture and industry. Candidates should appreciate the impact of the Great Leap Forward of 1959-62, including the problems it created. They should also be able to consider how far there was damage to economic progress during the Cultural Revolution 1966-76.

## **Key Topic 4. Social and cultural changes, 1900-76**

This final key topic deals with the profound changes brought about in China with regard to social, cultural and intellectual affairs. In order to appreciate the nature of change, there should be some appreciation of traditional Chinese society and the role of traditional values associated with Confucian thought, Daoism and Buddhism, and traditional gender relations. The impact of missionaries should be addressed and this of course links with the Boxer Rising (KT2).

The changing status of women and the growing resistance to traditional cultural practices such as foot binding and arranged marriages should be studied. Although this is not a requirement, some insight may be gained with possibly some reference to radical journals such as 'New Youth' and celebrated cases like that of Miss Zhou, who slit her throat rather than marry against her will and thereby led to a newspaper article by the young Mao in 1919. The radical legal changes produced by the new Communist regime after 1949 must be addressed with awareness of the difficulties in gaining widespread acceptance of new thought and ways of behaviour. More in depth contextual knowledge is required of changes in the period 1949-66. The differences between urban and rural lifestyles should be understood when evaluating the extent of social change in the whole period.

The changes in health provision and education should be understood, including the influences promoting change before 1949 and the changes instituted by the communist regime after 1949. Students should be able to assess the successes and failures of healthcare reform after 1949. Students should also be aware of the pattern of religious and cultural change over the period as specified, with particular contextual knowledge of the Cultural revolution 1966-76 and its significance.

## Example Scheme of Work

The Scheme of Work included in this section is an **EXAMPLE** only and do not need to be followed, However, they may be useful to use when working through the specification for the first time.

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| Content  |                                    |  |
| <b>Week 1</b>  | <b>Order and disorder, 1900–76</b> | The downfall of the Qing and resulting chaos 1900–27     |
| <p><b>Aim:</b><br/>Students to understand the situation at the start of the 20<sup>th</sup> century.</p> <p><b>Topics covered:</b><br/>The impact of reformers and revolutionaries; the revolution of 1911–12; the failure of Yuan Shikai; the origins and impact of warlords; the significance of the May 4th Movement; the significance of Sun Yat-sen and the Guomindang in the 1920s.</p> <p><b>Suggested activities/resources:</b><br/>SAMs Question 2 – an essay style question. R. Mitter, <i>A Bitter Revolution</i> (OUP 2005). <i>People’s Century- Age of Hope</i> (BBC/PBS).</p> <p><b>Teaching points to note:</b><br/>This provides an opportunity to introduce essay writing skills. Note that students can be examined on both an essay and sources from within one theme, but no aspect of this theme is nominated for source evaluation.</p>   |                                    |  |
| <b>Week 2</b>  | <b>Order and disorder, 1900–76</b> | Chiang Kai-shek and the attempt to restore order 1927–49 |
| <p><b>Aim:</b><br/>Students to understand the role of Chiang Kai-Shek and the challenges posed by the communists.</p> <p><b>Topics covered:</b><br/>The emergence of Chiang Kai-shek and the break with the Communists; the significance of the Long March; the failure to crush the communists and the emergence of Mao Zedong.</p> <p><b>Suggested activities/resources:</b><br/>SAMs question 1b – an opportunity to embed the sources skills from the start of the course. <i>The Long March</i> (History Today October 2010). Biographies of Mao include S. Schram (Penguin 1966), P. Short (John Murray 1999) and Jung Chang and J. Halliday (Jonathan Cape 2005).</p> <p><b>Teaching points to note:</b><br/>The significance of the Long March; the failure to crush the communists and the emergence of Mao Zedong is a nominated area of specification content which means that it can be examined through source content. The SAMs question exemplifies the 1b style of question.</p> |                                    |  |

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| <b>Week 3</b>  | <b>Order and disorder, 1900–76</b> | The outcome of the Civil War, Mao and the new dynasty 1949–76 |
| <p><b>Aim:</b><br/>Students to understand the establishment of communist control.</p> <p><b>Topics covered:</b><br/>The civil war and the reasons for its outcome 1946–49; establishing Communist control 1949–57; the origins and consequences of the Hundred Flowers Campaign.</p> <p><b>Suggested activities/resources:</b><br/>SAMs Question 1a – an opportunity to embed the sources skills from the start of the course. <i>People’s Century- Great Leap</i> (BBC/PBS).</p> <p><b>Teaching points to note:</b><br/>The civil war and the reasons for its outcome 1946–49 is a nominated area of specification content, completing the nominated area of Week 2 which means that it can be examined through source content. The origins and consequences of the Hundred Flowers Campaign is a nominated area of specification content which means that it can be examined through source content. The SAMs question exemplifies the 1a style of question.</p> |                                    |   |
| <b>Week 4</b>  | <b>Order and disorder, 1900–76</b> | Mao and the new dynasty 1949–76                               |
| <p><b>Aim:</b><br/>Students to understand the importance of key individuals as opponents and supporters of Mao.</p> <p><b>Topics covered:</b><br/>The Chairman and his critics and supporters 1962–76; the significance of Peng Dehuai, Liu Shaqui, Zhou En-lai, Deng Xiaoping, Lin Biao and Jiang Qing.</p> <p><b>Suggested activities/resources:</b><br/>J.A.G. Roberts, <i>A History of China</i> (Palgrave 2011).<br/>This week’s lessons focuses on individuals; this could be used as the basis of teaching with groups researching different individuals and presenting their findings.</p> <p><b>Teaching points to note:</b><br/>Take care when researching individuals; if an older text/resource is being used (generally 1970s or earlier), then a romanised system of spelling is used e.g. Mao Tse-tung whereas the pinyin system is currently in use e.g. Mao Zedong.</p>   |                                    |   |

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| <b>Week 5</b>  | <b>The impact of the world on China, 1900–76</b> | Weakness and humiliation 1900–19 |
| <p><b>Aim:</b><br/>Students to understand China’s relations with the world in the years to 1919.</p> <p><b>Topics covered:</b><br/>The Boxer Rising, its origins and impact; British power and influence in Shanghai and the Yangtse Valley; the significance of Japan and the 21 Demands 1915 and the Treaty of Versailles.</p> <p><b>Suggested activities/resources:</b><br/><i>The Boxer Rebellion</i> (PBS). <i>The Boxer Rebellion</i> (BBC Radio 4 In Our Time).</p> <p><b>Teaching points to note:</b><br/>The Boxer Rising, its origins and impact is a nominated area of specification content which means that it can be examined through source content.</p>  |  |                                  |
| <b>Week 6</b>  | <b>The impact of the world on China, 1900–76</b> | Japan’s impact 1931–45           |
| <p><b>Aim:</b><br/>Students to understand China’s relations with Japan in the years 1919-45.</p> <p><b>Topics covered:</b><br/>The origins and impact on China of the Manchurian crisis 1931–33; the origins and significance of the outbreak of full-scale conflict 1937; the reasons for the initial Japanese success and later stalemate; the role of the USA.</p> <p><b>Suggested activities/resources:</b><br/>J.K Fairbank, <i>The Cambridge History of China volume 13 part 2</i> (CUP 1986). Scenes from the film <i>Empire of the Sun</i>.</p> <p><b>Teaching points to note:</b><br/>The origins and impact on China of the Manchurian crisis 1931–33 is a nominated area of specification content which means that it can be examined through source content.</p> |  |                                  |

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| <b>Week 7</b>  | <b>The impact of the world on China, 1900–76</b> | The impact on China of the Cold War |
| <p><b>Aim:</b><br/>Students to understand the development of friendship with the Soviet Union in the 1950s.</p> <p><b>Topics covered:</b><br/>The impact in China of the Korean War; the Soviet alliance and the importance of Soviet economic aid to China.</p> <p><b>Suggested activities/resources:</b><br/>SAMs question 3 – essay style question. <i>The Cold War</i> – episode 5 <i>Korea</i> (CNN).</p> <p><b>Teaching points to note:</b><br/>This provides an opportunity to consolidate essay writing skills, looking to correct issues that existed with the first essay.</p>   |  |                                     |
| <b>Week 8</b>  | <b>The impact of the world on China, 1900–76</b> | The impact on China of the Cold War |
| <p><b>Aim:</b><br/>Students to understand the changing relationship between China and the Soviet Union and United States.</p> <p><b>Topics covered:</b><br/>The origins of the Sino-Soviet split and its impact on China, including the beginnings of detente with the West as illustrated by the visits of Western Statesmen to China.</p> <p><b>Suggested activities/resources:</b><br/><i>The Cold War</i> – episodes 15 <i>China</i> and 16 <i>Detente</i> (CNN). <i>Nixon's China Game</i> (PBS). Steve Phillips, <i>A World Divided: Superpower Relations 1944-90</i> (Edexcel, 2009). <u>R. MacFarquhar</u> and J.K Fairbank, <i>The Cambridge History of China volume 14 part 1</i> (CUP 1987).</p> <p><b>Teaching points to note:</b><br/>Make sure that students keep their focus on China; it would be very easy with this unit to become more involved with the Soviet Union or the United States.</p> |  |                                     |

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| <b>Week 9</b>   | <b>Economic changes, 1900–76</b> | Growth and development 1900–27 |
| <p><b>Aim:</b><br/>Students to understand the development of China in the years to 1927.</p> <p><b>Topics covered:</b><br/>The significance of improving communications – railways, telegraphy and river traffic; the growth of a native textile industry and the development of Shanghai as an industrial centre.</p> <p><b>Suggested activities/resources:</b><br/>J.K Fairbank, <i>The Cambridge History of China volume 12 part 1</i> (CUP 1983).</p> <p><b>Teaching points to note:</b><br/>The significance of improving communications – railways, telegraphy and river traffic is a nominated area of specification content which means that it can be examined through source content.</p>   |                                  |                                |
| <b>Week 10</b>  | <b>Economic changes, 1900–76</b> | Economic performance 1927–49   |
| <p><b>Aim:</b><br/>Students to understand the economic development of China in the years 1927-49.</p> <p><b>Topics covered:</b><br/>The growth of industry in Japanese controlled Manchuria; the work of TV Soong and the China Development Finance Corporation; the negative impacts of war and civil strife.</p> <p><b>Suggested activities/resources:</b><br/>J.K Fairbank and <u>A. Feuerwerker</u>, <i>The Cambridge History of China volume 13 part 2</i> (CUP 1986).</p> <p><b>Teaching points to note:</b><br/>Students should think carefully about the overall position of the economy, both urban and rural, in 1949, just as the CCP was poised to take power. This will make it easier for them to make comparisons between the situation before and after the CCP took power.</p> |                                  |                                |

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| <b>Week 11</b>  | <b>Economic changes, 1900–76</b> | Forcing the pace 1949–76 |
| <p><b>Aim:</b><br/>Students to understand the development of agriculture under Mao.</p> <p><b>Topics covered:</b><br/>Collectivisation and the Five Year Plans in the 1950s.</p> <p><b>Suggested activities/resources:</b><br/><i>People’s Century- Great Leap</i> (BBC/PBS).<br/>The Cold War – episode 15 China (CNN).</p> <p><b>Teaching points to note:</b><br/>Make sure that students are aware of the change from voluntary to forced collectivization.</p>  |                                  |                          |
| <b>Week 12</b>  | <b>Economic changes, 1900–76</b> | Forcing the pace 1949–76 |
| <p><b>Aim:</b><br/>Students to understand the key elements of the Great Leap Forward and the recovery from 1962.</p> <p><b>Topics covered:</b><br/>The Great Leap Forward and its consequences; recovery and chaos 1962–76.</p> <p><b>Suggested activities/resources:</b><br/>SAMs Question 4 – an essay style question. <i>People’s Century- Great Leap</i> (BBC/PBS).<br/><i>The Cold War</i> – episode 15 China (CNN).<br/>Jung Chang, <i>Wild Swans</i> (Harper Collins 1991).</p> <p><b>Teaching points to note:</b><br/>The Great Leap Forward and its consequences; recovery and chaos 1962–76 is a nominated area of specification content which means that it can be examined through source content. There is also an opportunity for students to consolidate their essay skills.</p> |                                  |                          |

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| <b>Week 13</b>  | <b>Social and cultural changes, 1900–76</b> | The changing status of women                           |
| <p><b>Aim:</b><br/>Students to understand the position of women in China across the period.</p> <p><b>Topics covered:</b><br/>The impact of Western ideas and education in the early twentieth century – growing resistance to foot binding and arranged marriages; the promotion of change by the new Communist regime 1949–66, including the Marriage Law of 1950; the pattern of change and the differences between urban and rural lifestyles 1950–76.</p> <p><b>Suggested activities/resources:</b><br/>Jung Chang, <i>Wild Swans</i> (Harper Collins 1991).</p> <p><b>Teaching points to note:</b><br/>The promotion of change by the new Communist regime 1949–66, including the Marriage Law of 1950 is a nominated area of specification content which means that it can be examined through source content, Students should think carefully about the extent of change and continuity in the position of women across the period.</p>                         |   |  |
| <b>Week 14</b>  | <b>Social and cultural changes, 1900–76</b> | The changing pattern of education and health provision |
| <p><b>Aim:</b><br/>Students to understand education and health in China across the period.</p> <p><b>Topics covered:</b><br/>The impact of missionaries and the spread of Western medicine and educational ideas in the early 20<sup>th</sup> century; the growth of literacy particularly after 1949; the impact of barefoot doctors and the successes and failures of healthcare reform under the Communist regime.</p> <p><b>Suggested activities/resources:</b><br/>R. MacFarquhar and J.K Fairbank, <i>The Cambridge History of China volume 14 part 1</i> (CUP 1987). Robert Whitfield, <i>The Impact of Chairman Mao: China 1949–76</i> (Nelson Thornes 2008). <i>The Inn of the Sixth Happiness</i>, a not entirely accurate film about Gladys Aylward.</p> <p><b>Teaching points to note:</b><br/>There are a number of personal accounts about this element of the course. It is another good opportunity for setting your students group research tasks.</p> |   |  |

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| <b>Week 15</b>  | <b>Social and cultural changes, 1900–76</b> | The pattern of cultural and religious change |
| <p><b>Aim:</b><br/>Students to understand attitudes to culture, religion and ideology in China across the period.</p> <p><b>Topics covered:</b><br/>The significance of the spread of Christianity and Marxism in the first half of the 20<sup>th</sup> century; the rejection by the May the 4th generation of Confucian thought; the influence of American culture in the 1930s and 40s; the attacks of the Communist regime on all religions.</p> <p><b>Suggested activities/resources:</b><br/>Robert Whitfield, <i>The Impact of Chairman Mao: China 1949–76</i> (Nelson Thornes 2008).</p> <p><b>Teaching points to note:</b><br/>Students are likely to see the various strands of social and cultural changes in isolation. Try to help them to make links as well.</p> |   |  |
| <b>Week 16</b>  | <b>Social and cultural changes, 1900–76</b> | The pattern of cultural and religious change |
| <p><b>Aim:</b><br/>Students to understand the Cultural Revolution.</p> <p><b>Topics covered:</b><br/>The Cultural Revolution 1966–76 and its significance.</p> <p><b>Suggested activities/resources:</b><br/><i>People’s Century- Great Leap</i> (BBC/PBS). <i>The Cold War</i> – episode 15 China (CNN).</p> <p><b>Teaching points to note:</b><br/>The Cultural Revolution 1966–76 and its significance is a nominated area of specification content which means that it can be examined through source content.</p>  |   |  |

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| <b>Week 17</b>   | <b>Revision</b> |
| <p><b>Topics:</b><br/>Weeks 1-8 of this unit.</p> <p><b>Suggested activities/resources:</b><br/>The programme of revision will depend on the perceived gaps in the student’s knowledge and skills.</p> <p><b>Teaching points to note:</b><br/>Examiners often find that students need to look beyond the face value of sources in the sources questions. Make sure they get plenty of practice at looking at sources using the generic level descriptions in the markscheme as a guide to the skills and understanding student need.</p> |                 |
| <b>Week 18</b>   | <b>Revision</b> |
| <p><b>Topics:</b><br/>Weeks 9-16 of this unit.</p> <p><b>Suggested activities/resources;</b><br/>The programme of revision will depend on the perceived gaps in the student’s knowledge and skills.</p> <p><b>Teaching points to note:</b><br/>Students often find it helpful as part of their revision activities to create timelines across the key themes. Make sure that students can see the links between the themes.</p>  |                 |

[Resource mapping on IAL History web page.](#)

## **Resources**

### **Option 1B China, 1900-76**

Geoffrey Stewart, *China 1900-76* (Heinemann 2006)

Michael Lynch, *China: from Empire to People's Republic 1900-49* (Hodder 2010)

Michael Lynch, *Mao's China 1936-97* (Hodder 2015)