Mark scheme

Paper 3: Modern depth study (1HI0/32)

Option 32: Mao's China 1945-76

Modern depth study: Mao's China 1945-76

Question	
1	Give two things you can infer from Source A about the influence of the Cult of Mao. **Target**: Source analysis (making inferences). **AO3**: 4 marks.
Marking instructions	
Award 1 mark for each valid inference up to a maximum of two inferences. The second mark for each example should be awarded for supporting detail selected from the source. e.g. • *Mao was seen as an important person in children's lives* ***(1)****. The children hold his picture up high* ***(1).*** • *Mao was popular* ***(1).*** *The children look happy* ***(1).*** • *From an early age, Chinese people revered Mao* ***(1)****. Young people seem to be applauding him* ***(1).*** Accept other appropriate alternatives.	

Question		
2		Explain why Mao introduced the Cultural Revolution. You may use the following in your answer: • Mao's beliefs • power struggle You **must** also use information of your own. **Target:** Analysis of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. **AO2:** 6 marks. **AO1**: 6 marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–3**	• A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1]
2	**4–6**	• An explanation is given, showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] *Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.*
3	**7–9**	• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] *Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.*
4	**10–12**	• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] *No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.*

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The middle mark in each level may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- Mao wanted a purer form of communism, seeing the party bureaucrats as being corrupt and having moved away from communist ideals.
- Mao believed young people needed to experience revolutionary change.
- Mao wanted permanent revolution to keep replacing those in authority to prevent them from becoming too secure and corrupt.
- After the Great Leap Forward Mao wanted to re-establish his own authority; his political position had been weakened and his economic policies had been rejected by Liu and Deng.
- Mao wanted to defeat his opponents and establish an alternative power base.
- The Cultural Revolution aimed to change the education of ordinary Chinese people. Education needed to be more revolutionary, less academic and more practical, and more influenced by the peasants.

Question		
3 (a)		How useful are Sources B and C for an enquiry into the reasons for the success of the CCP in the Civil War? Explain your answer, using Sources B and C and your knowledge of the historical context. **Target**: Analysis and evaluation of source utility. **AO3**: 8 marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–2**	• A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance[1]. Simple comprehension of the source material is shown by the extraction or paraphrase of some content. Limited contextual knowledge is deployed with links to the sources.
2	**3–5**	• Judgements on source utility for the specified enquiry are given, using valid criteria. Judgements are supported by developed comment related to the content of the sources and/or their provenance[1]. Comprehension and some analysis of the sources is shown by the selection and use of material to support comments on their utility. Contextual knowledge is used directly to support comments on the usefulness of the content of the sources and/or their provenance.
3	**6–8**	• Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance[1] affects the usefulness of the source content. The sources are analysed to support reasoning about their utility. Contextual knowledge is used in the process of interpreting the sources and applying criteria for judgements on their utility.

Notes

1. Provenance = nature, origin, purpose.

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

No credit may be given for contextual knowledge unless it is linked to evaluation of the sources.

No credit may be given for generic comments on provenance which are not used to evaluate source content.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Source B

The usefulness could be identified in terms of the following points which could be drawn from the source:

- The source indicates that the CCP was successful because it fought to protect the people and their rights, therefore gaining the support of the people.
- The source gives a reason for the success of the CCP when it states that the people fought with the CCP to defeat the GMD.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- The speech was made by Mao himself after victory in the Civil War and it provides useful evidence of what Mao wanted people to believe about the victory.
- The purpose of the speech was to promote the role of the PLA in the victory.

Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

- The Civil War had just ended and Mao was keen to establish the new state as representative of the people and their role in the CCP victory.
- Mao was keen to highlight the good behaviour of the PLA, which had gained support from the peasantry.

Source C

The usefulness could be identified in terms of the following points which could be drawn from the source:

- The source provides evidence that the GMD failed because it had lost the support of the people in contrast to the Communists who presented themselves as protectors of the people.
- The source indicates that the GMD lost the war through its own errors and not through lack of supplies.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- The US Secretary of State would be in a position of knowledge, so his view of the weaknesses of the GMD would carry added weight.
- The public nature of Source C shows the Secretary felt the need to explain to the American public why the CCP won the Civil War, which makes this a useful summary of the relative strengths and weaknesses of the two sides.

Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

- The USA had given half-hearted support to the GMD in the Civil War.
- The GMD leaders had stockpiled resources for their own use, alienating the people and preventing the GMD army from making the most of its strengths.

Question		
3 (b)		Study Interpretations 1 and 2. They give different views about the reasons for the success of the CCP in the Civil War. What is the main difference between the views? Explain your answer, using details from both interpretations. **Target**: Analysis of interpretations (how they differ). **AO4**: 4 marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–2**	• Limited analysis of the interpretations is shown by the extraction or paraphrase of some content, but differences of surface detail only are given, or a difference of view is asserted without direct support.
2	**3–4**	• The interpretations are analysed and a key difference of view is identified and supported from them.

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive and other relevant material not suggested below must also be credited.

- A main difference is that Interpretation 1 suggests the Guomindang lost the Civil War due to its weaknesses. Interpretation 2, on the other hand, emphasises the strengths of the Communists in ensuring support and victory.

Question		
3 (c)		Suggest one reason why Interpretations 1 and 2 give different views about the reasons for the success of the CCP in the Civil War. You may use Sources B and C to help explain your answer. **Target**: Analysis of interpretations (why they differ). **AO4**: 4 marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–2**	• A simple valid explanation is offered but displaying only limited analysis. Support for the explanation is based on simple undeveloped comment or on the selection of details from the provided material or own knowledge, with only implied linkage to the explanation.
2	**3–4**	• An explanation of a reason for difference is given, analysing the interpretations. The explanation is substantiated effectively.

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive. The examples below show different approaches to explaining difference, any one of which may be valid. Other valid material must be credited.

- The interpretations may differ because they have given weight to different sources. For example, Source B provides some support for Interpretation 2, which stresses the concern of the CCP for the rights of the people, while Source C provides some support for Interpretation 1, which emphasises the lack of support for the Guomindang despite its backing by the USA and the resources it provided.
- They may differ because the authors have chosen to place an emphasis on different details – Interpretation 1 is dealing with the push factors - GMD and its weaknesses; Interpretation 2 is dealing with pull factors – the benefits of supporting the Communists.
- The interpretations may differ because they are partial extracts, and in this case they do not actually contradict one another – the neglect of the people by the GMD (Interpretation 1) encouraged them to support the Communists who were directly interested in the conditions of the people.

Question		
3 (d)		How far do you agree with Interpretation 2 about the reasons for the success of the CCP in the Civil War? Explain your answer, using both interpretations, and your knowledge of the historical context. **Target**: Analysis and evaluation of interpretations. **AO4**: 16 marks. **Spelling, punctuation, grammar and the use of specialist terminology (SPaG)**: up to 4 additional marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–4**	• Answer offers simple valid comment to agree with or counter the interpretation. Limited analysis of one interpretation is shown by selection and inclusion of some detail in the form of simple paraphrase or direct quotation. Generalised contextual knowledge is included and linked to the evaluation.
2	**5–8**	• Answer offers valid evaluative comment to agree with or counter the interpretation. Some analysis is shown in selecting and including details from both interpretations to support this comment. Some relevant contextual knowledge is included and linked to the evaluation. An overall judgement is given but its justification is insecure or undeveloped and a line of reasoning is not sustained.
3	**9–12**	• Answer provides an explained evaluation, agreeing or disagreeing with the interpretation. Good analysis of the interpretations is shown indicating difference of view and deploying this to support the evaluation. Relevant contextual knowledge is used directly to support the evaluation. An overall judgement is given with some justification and a line of reasoning is generally sustained.
4	**13–16**	• Answer provides an explained evaluation reviewing the alternative views in coming to a substantiated judgement. Precise analysis of the interpretations is shown, indicating how the differences of view are conveyed and deploying this material to support the evaluation. Relevant contextual knowledge is precisely selected to support the evaluation. An overall judgment is justified and the line of reasoning is coherent, sustained and logically structured.
Marks for SPaG		
Performance	**Mark**	**Descriptor**
	0	• The learner writes nothing. • The learner's response does not relate to the question. • The learner's achievement in SPaG does not reach the threshold performance level, e.g. errors in spelling, punctuation and grammar severely hinder meaning.
Threshold	**1**	• Learners spell and punctuate with reasonable accuracy. • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall. • Learners use a limited range of specialist terms as appropriate.
Intermediate	**2–3**	• Learners spell and punctuate with considerable accuracy. • Learners use rules of grammar with general control of meaning overall. • Learners use a good range of specialist terms as appropriate.
High	**4**	• Learners spell and punctuate with consistent accuracy. • Learners use rules of grammar with effective control of meaning overall. • Learners use a wide range of specialist terms as appropriate.

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

No credit may be given for contextual knowledge unless it is linked to evaluation of the interpretations.

In all levels, the second sentence relates to analysis and while the rest relate to evaluation. The following rules will apply:

- In Level 1, answers that meet the requirements only in relation to analysis without evidence of evaluation should be awarded 1 mark.
- In other levels, answers that meet the requirements only in relation to analysis (but that also fully meet the descriptors for evaluation of the level below) should be awarded no more than the bottom mark in the level.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

The interpretation to be evaluated suggests that the Communists won the Civil War because of their positive appeal to the people of China.

Relevant points from the provided material and own knowledge which support the claim made in the interpretation may include:

- Interpretation 2 supports the claim that the Communists appealed to an increasing range of the people, including better-off peasants and intellectuals.
- Interpretation 2 supports the claim that the Communists appealed to the people by stressing the positive impact they had on the lives of the people, e.g. rent control and aid to the villages.
- Claims that the Communists appealed to the people are supported by the discipline of the PLA troops and their decent treatment of the civilian population.
- Claims that the Communists appealed to the people are supported by the high morale of the troops and the propaganda benefit of this as they encountered civilians.
- In areas controlled by the PLA, civilians were allowed some political participation, e.g. civilians could be involved in revolutionary committees and mass meetings.

Relevant points from the provided material and own knowledge which counter the view may include:

- Interpretation 1 indicates that the GMD caused its own collapse because of its corruption and incompetence which led to poor decisions and alienated civilians.
- Interpretation 1 indicates that the CCP benefitted from poor morale amongst Guomindang troops.
- The GMD suffered tactical and military failures, despite the backing of the USA, e.g. failure of the Huai-Hai Campaign.
- The GMD became isolated in cities surrounded by Communist-supporting countryside.