

Mark Scheme

Summer 2019

Pearson Edexcel GCSE in History

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

Option 32: Mao's China 1945-76

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Modern depth study: Mao's China 1945-76

Question	
1	Give two things you can infer from Source A about people's communes. **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. • *The communes were well organised* ***(1)****. There are a variety of buildings having different purposes* ***(1).*** • *Communes were self-sufficient* ***(1)****. Industry and agriculture exist side-by-side* ***(1).*** • *The communes have an important military function* ***(1)****. Military training is occurring* ***(1).*** Accept other appropriate alternatives.	

Question		
2		Explain why the Chinese Communist Party (CCP) was able to consolidate its hold on power in the years 1951-52. You may use the following in your answer: • People's Liberation Army (PLA) • the 'three antis' movement 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 that 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 (page 3).

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:

- The PLA and the CCP used terror to speed up the process of land reform in the countryside, e.g. by purifying land reform committees. This made the committees loyal to the CCP.
- The PLA encouraged villages to turn against their landlords. Many landlords were evicted and many killed. This discouraged opposition to the CCP.
- The 'three antis' movement was designed to challenge waste, corruption and inefficiency in order to increase support for the CCP.
- The 'three antis' movement expelled people Mao did not trust from the government and ensured greater CCP control.
- The 'five antis' movement was an attack on China's capitalists, increasing government control over the economy and frightening business owners into collaborating with the CCP.
- As a result of the 'speak bitterness' campaigns landlords were criticised and fined and in some cases killed. Poor peasants were grateful to the CCP, providing it with genuine support.

Question		
3 (a)		How useful are Sources B and C for an enquiry into the effects of the Cultural Revolution? **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 (page 3).

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 is useful because it shows us an example of the violence that was used and how people suffered physically as a result of the Cultural Revolution.
- It is useful for showing the emotional impact of the events of the Cultural Revolution on individuals.

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 source is useful as the recollections of someone who experienced the events during the Cultural Revolution.
- The interview was conducted by an American journalist and may reflect the aspects of the Cultural Revolution the journalist wished to stress.
- The fact that the source was produced in the 1980s shows the lasting effects of the Cultural Revolution.

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

- People who were identified as being threats were often local landowners or intellectuals.
- The economy and education were affected, e.g. schools and universities closed, industrial production dropped by 13% 1966-1967.
- People who were identified as being threats were imprisoned, attacked or exiled and shown as an example to others.

Source C

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

- The source is useful because it shows that the Cultural Revolution has been a huge success in spreading the ideas of Mao.
- The source is useful because it shows how Mao's ideas were spread through songs and quotations.
- The source is useful in suggesting that the main effect of the Cultural Revolution was to cement the position of Mao.

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 magazine that the source is taken from is a government magazine and will be supportive of Mao and the Cultural Revolution.
- It is useful as an example of government propaganda designed to reinforce the cult of Mao.

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

- Mao used the Cultural Revolution to reassert his power over China by appealing to the youth to overturn traditional authority.
- Mao, through the Little Red Book, had a strong hold on young people and their ideas.

Question		
3 (b)		Study Interpretations 1 and 2. They give different views about the effects of the Cultural Revolution. 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 (page 3).

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 emphasises the social and economic effects on the people of China, e.g. 1 million people killed. Interpretation 2, on the other hand, emphasises the political effect the Cultural Revolution had on the position of Mao which was described as 'unchallenged'.

Question		
3 (c)		Suggest **one** reason why Interpretations 1 and 2 give different views about the effects of the Cultural Revolution. 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 (page 3).

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 1 which stresses the social and economic effects of the Cultural Revolution on the people, while Source C provides some support for Interpretation 2 which emphasises the political effect it had on the position of Mao.
- The interpretations may differ because they focus on different aspects of the Cultural Revolution e.g. Interpretation 2 refers to Mao's ideas and Interpretation 1 refers to how the Cultural Revolution was carried out.
- They may differ because the authors have a different emphasis – Interpretation 1 presents a negative view, whereas Interpretation 2 is more positive.

Question		
3 (d)		How far do you agree with Interpretation 2 about the effects of the Cultural Revolution? 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 (page 3).

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 an effect of the Cultural Revolution was to enhance and secure Mao's personal power.

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

- Interpretation 2 shows how the purging of Mao's opponents and the promotion of his followers, led to him having unrivalled power.
- Interpretation 2 suggests that the Cultural Revolution meant that Mao did not carry out his promise to free the nation from political repression.
- Opponents of Mao were killed or sent into exile. Deng Xiaoping, the General Secretary of the Communist Party, was removed from his post in the years 1966-75.
- Revolutionary Committees, loyal to Mao, were set up to run the country.
- By 1969 Mao was in a strong position. Most of the moderates had been expelled from the Party and the government and his own supporters controlled the top positions.

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

- Interpretation 1 shows the social and economic effects of the Cultural Revolution on the people of China, including loss of life.
- Interpretation 1 mentions the damage the Cultural Revolution did to education, the economy and the image of the Communist Party.
- In industry, workers were all paid the same and technicians were abolished; production fell.
- Schools were closed and students made to learn from factory workers and peasants. University places were restricted.
- The violence of the Red Guards led to thousands of deaths.

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