Pearson Edexcel

Mark Scheme (Results)

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Pearson Edexcel GCSE
In History (1HI0)
Paper 32: Modern depth study

Option 32: Mao's China, 1949–76

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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, 1949**–**76

Question	
1	Give two things you can infer from Source A about the 'Up to the mountains and down to the villages' campaign. 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 campaign was not working as intended* ***(1)****. '..some students are hesitant about going'* ***(1)****.*
- *Some students had a positive attitude towards the campaign (1). '… many groups of students have gone up to the mountains and settled there.' (1).*
- *Students who resisted the idea of going to the villages were seen as opposing the revolution* ***(1)****. Their actions were blamed on the influence of 'class enemies'* ***(1)****.*

Accept other appropriate alternatives.

Question		
2		Explain why religion was attacked by the CCP in Mao's China. You may use the following in your answer: • Buddhism • ancestor worship 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 (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 CCP wanted to take over Tibet and attacked Buddhism to ensure there would be little opposition to the invasion in 1950. After 1950, they then banned Lamaism to aid their control of Tibet.
- The CCP believed that ancestor worship was a superstitious tradition which kept people trapped in traditional ways of thinking. They therefore started a campaign to encourage people to end 'superstitious' customs.
- The CCP was suspicious of religions such as Confucianism and Christianity as it was believed they justified inequality, persuading the workers to put up with poor living and working conditions with the promise of eternal happiness.
- The CCP saw Confucianism as a threat as it stressed the importance of respecting traditional authority. This was considered dangerous by the CCP, which was trying to completely change China.
- The CCP saw religious leaders as an alternative source of beliefs and authority to them. Religion was seen as a challenge, which reduced loyalty to the CCP.
- Christianity, Islam and Buddhism were seen by the CCP as being foreign influences that could dominate China. The CCP therefore wished to eradicate their influence.

Question		
3 (a)		How useful are Sources B and C for an enquiry into the achievements of the first Five-Year Plan? 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 indicates that the first Five-Year Plan had some successes such as the completion of the Yangtze River Bridge.
- The source suggests the building of the bridge was achieved through the efforts of the people.
- The size of the bridge drawn in the poster reflects the scale of the projects undertaken during the first Five-Year Plan.

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 poster was produced in 1957 to inform people in China about the building of the Yangtze River Bridge and to celebrate the achievements of the first Five-Year Plan.
- The purpose of the poster was to be used as propaganda to enthuse the people of China.

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

- The first Five-Year Plan saw the construction of numerous infrastructure projects, such as the Erling irrigation canal.

- The first Five-Year Plan used Soviet technical assistance.

Source C

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

- The source indicates that there has been unrest and a rise in industrial sabotage in Shanghai in December 1956, during the first Five-Year Plan.
- The source suggests that living and working conditions deteriorated as a result of the first Five-Year Plan.
- The source indicates that the arrival of large numbers of peasants in Shanghai as a result of the Plan has led to worsening conditions for the people.

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 because it would not be expected that a Chinese government newspaper would publicly admit failures of the Plan.
- The newspaper was reporting on events in Shanghai, however, these may not be typical of events elsewhere in China.

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

- Living standards during the first Five-Year Plan rose slowly for workers in towns, and conditions in the countryside barely improved at all.
- The Chinese government put off a pay-rise for industrial workers in 1956, which led to strikes in China's cities.

Question		
3 (b)		Study Interpretations 1 and 2. They give different views about the achievements of the first Five-Year Plan. What is the main difference between these 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 suggests the limitations of the first Five-Year Plan's achievements in terms of living conditions. Interpretation 2, on the other hand, emphasises the successes of the first Five-Year Plan in terms of the success of manufacturing output.

Question		
3 (c)		Suggest one reason why Interpretations 1 and 2 give different views about the achievements of the first Five-Year Plan. 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 evidence for the economic achievement of the first Five-Year Plan, which provides some support for the Interpretation 2, while Source C provides evidence of poor living conditions, which provides some support for Interpretation 1.
- The interpretations may differ because the authors have chosen to place an emphasis on different details – Interpretation 1 is emphasising the problems facing the people as a result of the Plan; Interpretation 2 is mainly emphasising the statistical success of the Plan in terms of its economic targets.
- They may differ because the authors have approached the topic from different perspectives – Interpretation 1 considers the social implications of the Plan; Interpretation 2 considers the Plan from an economic perspective.

Question		
3 (d)		How far do you agree with Interpretation 2 about the achievements of the first Five-Year Plan? 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 the first Five-Year Plan was a success.

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

- Interpretation 2 supports the claim with evidence of increased coal, electric and steel production.
- Interpretation 2 supports the claim by suggesting that the people of China were supportive of the Plan and worked hard to achieve its aims.
- The Plan was successful in terms of output in industry as a whole, with production doubling during the lifetime of the Plan.
- There was increased agricultural productivity and output, in relation to the situation in the years 1949-53, as a result of the greater efficiency brought about by co-operation within collectives.
- Huge infrastructure projects were successfully completed, such as the Yangtze River Bridge, the Erling irrigation canal and 6000km of railways.

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

- Interpretation 1 suggests that there were problems in the cities caused by lack of supplies and poor employment conditions.
- Interpretation 1 indicates that a cost of the Plan was disturbances in the cities.
- The Plan failed to meet targets for some areas, such as oil and more complex goods, such as shipping and trains.
- New workers in factories were often illiterate and not trained for industrial work, thus leading to accidents and damage to equipment.
- High rates of interest had to be paid on loans from the USSR, which were given to help the Chinese achieve the Plan.

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