

Mark Scheme (Results)

Summer 2023

Pearson Edexcel GCSE
In History (1HIA)
Paper 3: Modern depth study

Option 32: Mao's China, c1945–76

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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.

How to award marks when level descriptions are used

1. **Finding the right level**

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. **Finding a mark within a level**

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

Modern depth study: **Mao's China, 1945**-76

Question	
1	Give **two** things you can infer from Source A about the problems facing the new CCP government at the end of the Civil War in 1949. 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. • *Much damage needed to be repaired (1). 'the roads and railways are not usable' (1).* • *The CCP needed to motivate the people (1). 'The people have no purpose and nothing to do' (1).* • *The economy had collapsed (1). 'There are no shops open' (1).* Accept other appropriate alternatives.	

Question		
2		Explain why there were changes in education in Mao's China. You may use the following in your answer: • Pinyin • the economy 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:

- As reading and writing in China was complex due to a variety of languages and dialects, the government introduced Pinyin as a way of standardising and simplifying language.
- Mao and the CCP believed that China needed an educated workforce, with particular emphasis on maths, science and engineering, to achieve economic growth. This could only occur if all people in China had access to education, not just the elite.
- Mao wished to challenge formal education and train loyal party workers during the Cultural Revolution, so formal education was disrupted to meet his aims, leading to the closure of schools.
- As the Cultural Revolution wound down, the Chinese government recognised the need to improve educational opportunities for poor peasants, urban workers and students; this included the 'up to the mountains' campaign and changing admissions procedures for universities.
- Mao knew his ideas could be spread more quickly if the population was literate. As only 20% of people in China were literate in 1949, he needed to expand access to education. Literacy drives were introduced to encourage workers and peasants to attend winter schools.
- Mao did not agree with traditional education which stressed Confucian or Christian principles, so wanted to change the curriculum to educate people in communist beliefs.

Question		
3 (a)		How useful are Sources B and C for an enquiry into the reasons for the Cultural Revolution? 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 (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 the Party being encouraged to criticise those who were leading the CCP away from the path to communism.
- It is useful because it claims people within the Party are counter-revolutionaries who will reverse the achievements of the Communists if they are not removed.
- The source emphasises the range of sectors of society that the CCP thought were being infiltrated by the capitalists.

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 for showing the official viewpoint of the leadership of the CCP about the state of the Party and the need for it to be cleared out.

- The source is useful as it was written in May 1966 and so may have provided justification for the beginning 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:

- Mao was worried that there was a rise in the significance of the bureaucrats and other middling people in the Party.
- Mao was determined to preserve the spirit of the revolution and end the domination of the Party by pragmatists.

Source C

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

- The source is useful for showing the atmosphere of suspicion and uncertainty and the isolation of Mao on the eve of the Cultural Revolution.
- It is useful as it claims Mao had concerns about the personal loyalty of people around him.
- The source suggests Mao was unwilling to consider any alternative paths to communism.

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 it shows the CIA's view of Mao's state of mind in 1965, on the eve of the Cultural Revolution.
- As a secret report the contents would not have been influenced by Mao or those around him and would reflect the observations of the CIA.

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

- Mao wished to return to the forefront of politics after the failure of the Great Leap Forward and his withdrawal from the mainstream of government.
- In 1966, Mao was concerned about the policies of Liu and Deng who, he felt, had taken the 'capitalist road' and moved the Party away from the path to communism.

Question		
3 (b)		Study Interpretations 1 and 2. They give different views about the reasons for the Cultural Revolution. 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 that ideological factors motivated Mao's introduction of the Cultural Revolution. Interpretation 2, on the other hand, emphasises Mao's personal motivations for the Cultural Revolution as a way for him to regain power.

Question		
3 (c)		Suggest one reason why Interpretations 1 and 2 give different views about the reasons for 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, which mentions the need to rid China of counter-revolutionaries, provides some support for Interpretation 1, which shows the ideological reasons for the Cultural Revolution being introduced. On the other hand, Source C, which mentions Mao's concern about loyalty, provides some support for Interpretation 2, which shows Mao's desire to retain power as a reason for the Cultural Revolution.
- The interpretations may differ because they focus on different aspects of the reasons for the Cultural Revolution, e.g. Interpretation 1 refers to Mao's political concerns, whereas Interpretation 2 focuses on Mao's personal concerns.
- They may differ because the authors have a different emphasis – Interpretation 1 is positive about Mao's motivations; Interpretation 2 is critical of his motivations.

Question		
3 (d)		How far do you agree with Interpretation 2 about the reasons for 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 Mao's fear for his position was a main reason for the Cultural Revolution.

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

- Interpretation 2 suggests that Mao's paranoia led to him starting the Cultural Revolution.
- Interpretation 2 suggests that Mao's jealousy of other Chinese rulers led to his anger and desire to destroy his opponents.
- Liu and Deng's policies, which went against Mao's ideas, were creating economic growth and they were trusted by senior officials.
- Liu and Deng had refused to implement five of Mao's new initiatives between 1962 and 1964.
- In November 1965, Mao moved to Shanghai to distance himself from the Party leadership in Beijing.

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

- Interpretation 1 shows the desire of Mao to lead a new revolution to return China to the correct path of Communism.
- Interpretation 1 mentions Mao's concern for the integrity of the Communist Party, as Party officials were using their power for their own benefit.
- Some Party leaders supported Mao's new campaign against capitalist culture, supporting a resolution by the Politburo in May 1966 to initiate a Cultural Revolution.
- Mao wanted to revive the revolutionary spirit in China that had never been experienced by young people, and gathered round him intellectuals who felt the same, such as the Shanghai radicals.
- Mao argued that the recent policies were leading to growing inequalities in Chinese society, such as a growth in the bourgeoisie, so damaging the idea of permanent revolution.