Pearson
Edexcel

Mark Scheme (Results)

Summer 2022

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

Option 32: Mao’s China, c1945–76

Summer 2022
Question Paper Log Number P68716A
Publications Code 1HIA_32_2022_MS

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: 32 Mao’s China, 1945-76.

Question	
1	Give **two** things you can infer from Source A about the mass rallies held during the Cultural Revolution. **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 rallies glorified Mao* ***(1)****. ‘Excited shouts of ‘Long live Chairman Mao!’ roared out’* ***(1).***
- *The rallies were very crowded* ***(1)****. She spotted ‘Only a glimpse of his back?'* ***(1).***
- *Seeing Mao at a rally was very important* ***(1)****. ‘My heart sank. Was that all I would see of Chairman Mao?’* ***(1).***

Accept other appropriate alternatives.

Question		
2		Explain why Mao was in a dominant position at the start of communist rule in China. You **may** use the following in your answer: • guerrilla warfare in the Civil War • Chinese nationalism 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:

- Mao was seen to have been successful at leading the party through difficult times. His policy of guerrilla warfare allowed the PLA to survive in the early part of the war against a better equipped GMD.
- Mao’s popularity and dominance came from his ideas that appealed to many people, such as his emphasis on nationalism which stressed the need to free China from foreign domination.
- Mao had proved himself to be an intellectual by adapting Marxism to the specific situation in China, which gave him an advantage over other leaders.
- Mao used the PLA to assert his control. Lin Biao was also willing to use the PLA to uphold Mao as leader.
- Mao appeared to have a pragmatic vision for how the CCP could improve China. Having clear ideas about improving education and modernising agriculture was appealing to many in China after the disruption of war.
- Mao’s appeal for a ‘united front’ of peasants and workers in alliance with the middle classes created the sense of a conciliatory approach to the future.

Question		
3 (a)		How useful are Sources B and C for an enquiry into the causes of the Great Famine (1958-62)? 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 suggests the Great Famine was not caused by human actions.
- The source suggests that famine was likely as a result of natural disasters affecting large areas of agricultural land in China.
- The source claims that natural disasters meant that targets for the harvest could not be met.

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 diary is from an official of the Soviet Union who was talking to a Chinese official, so he is recording this conversation for his own records and has no reason to lie.
- The extract is useful as evidence of the way the Chinese may have wanted to ensure foreign allies did not think the CCP was responsible for the famine.

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

- There were droughts in 1959 and 1960 in Sichuan, Shandong and Henan provinces.
- The Yellow River flooded in 1958 causing damage to crops, so helping create the conditions for famine.

Source C

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

- The source suggests that the Great Leap Forward has led to famine due to the increased emphasis on small-scale iron production.
- The source is useful as it suggests that famine was caused by an excessive exaggeration of the harvest, which led to food being wasted.
- The source is useful as it suggests that the excessive exaggeration led to complacency which led people to neglect the harvest which in turn contributed to famine.

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 is from a private letter written to Mao during the period of the Great Famine. It tells Mao clearly what the problems in agriculture were and, as it was privately written, was not intended for public manipulation.
- The source is useful as the author was in a position to know, as he was an official within the CCP, and had recently visited an agricultural area.

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

- The pressure to produce more industrial goods led to peasants in China neglecting the crops and animals on the collectives in order to focus on the backyard furnaces. The Great Leap Forward had encouraged peasants to focus on steel production to the detriment of their farming.
- Exaggerations about the harvest led to more grain being sent to the cities and being sold abroad, leading to shortages in the countryside.

Question		
3 (b)		Study Interpretations 1 and 2. They give different views about the causes of the Great Famine (1958-62). 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 Great Famine was human made due to Mao and his ideas. Interpretation 2, on the other hand, emphasises the role of the weather and other natural disasters in causing the Great Famine.

Question		
3 (c)		Suggest **one** reason why Interpretations 1 and 2 give different views about the causes of the Great Famine (1958-62). 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, in mentioning the droughts and rains, provides some support for Interpretation 2, which stresses natural disasters as the cause of the famine. Source C's discussion of the exaggerated grain harvests leading to famine provides some support for Interpretation 1, which emphasises Mao's responsibility for the famine.
- The interpretations may differ because they have different perspectives. Interpretation 2 has an environmental approach, whereas Interpretation 1 has a political perspective.
- They may differ because the authors have a different approach to CCP policy. Interpretation 2 is stressing that the famine was caused not by CCP policy, but by natural disasters; Interpretation 1 is attributing blame to the CCP and Mao.

Question		
3 (d)		How far do you agree with Interpretation 2 about the causes of the Great Famine (1958-62)? 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 while the rest relate to evaluation. The following rules 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 Great Famine was caused by natural disasters.

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

- Interpretation 2 indicates that floods made vast areas of land unusable for farmers, thus preventing food production.
- Interpretation 2 suggests that drought played a part in the Great Famine .
- The years 1959-61 were referred to by the Chinese people as the 'Three Bitter Years,' during which there was a series of famines causing huge loss of life.
- In 1959, droughts, floods and pests struck 55 million hectares of agricultural land (more than half China's cultivated area) leading to severe shortages of food in rural areas. This led to farmers eating seeds set aside for the crops the following year, thus prolonging the famine.
- The continuous nature of the natural disasters, following one another year after year, created unusual circumstances and difficulties for food production.

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

- Interpretation 1 suggests that the misrepresentation of grain figures led to famine as more grain was sent to the cities and to the USSR.
- Interpretation 1 indicates that agriculture was neglected by peasants who were forced to work with the blast furnaces rather than on the fields.
- During the Great Leap Forward, the communes, which were supposed to lead to greater efficiency, were inefficient and poorly managed. This led to a lack of effective co-ordination and a lack of incentives for hard work. This led to less food being produced.
- The new ideas of Lysenko, adopted as part of the Great Leap Forward, were forced on the peasants despite their misgivings. Lysenkoism was based on incorrect ideas and the methods failed leading to declining harvests.
- The Four Pests campaign led to the mass killing of sparrows, the lack of which led to plagues of caterpillars and locusts in 1958. This led to a decline in crop production.

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom