

Examiners' Report
June 2018

GCSE History 1HI0 32

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June 2018

Publications Code 1HI0_32_1806_ER

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Introduction

Most candidates seemed well prepared for this option and they often took the opportunity to showcase an impressive knowledge of the social, political and economic factors at play in Mao's China. Candidates were generally well prepared for the question styles with a pleasing range of valid approaches to answering the interpretations questions a particular strength.

The Modern World Depth Studies are designed to allow students to understand the complexity of a society within a short coherent period and the question styles reflect this. Section B provides a single enquiry based on two interpretations and two contemporary sources with the focus in this paper being the reasons for the success of the CCP in the Civil War. The questions in this section form a coherent package leading to a final question in which candidates, having explored the utility of the provided sources, the different views presented in the interpretations and the reasons for those differences, are invited to judge the extent to which they agree with one of the interpretations. Because of the specific focus on Section B, the questions in Section A are designed to explore other areas of the specification which are not covered in B.

In question 1, candidates are asked to provide two supported inferences from Source A. No marks were available for candidates who either provided simple paraphrases of the source or ignored the specific focus of the question.

In question 2, the focus will always be on causation but the question does not require a judgement to be made or for the answer to prioritise or show interaction of factors and marks are unavailable to reward this evaluation, however strongly argued. The most successful candidates showed a consistent analytical focus throughout their answers and were able to access Level 4 by doing so. In question 2, the stimulus points in the question will often be useful reminders to candidates of specific areas of content which they can write about. Candidates do not need to use these stimulus points but there is an expectation that there will be some depth of knowledge, shown by three discrete aspects of the question being covered, although this does not mean candidates need to identify three different causes or events. It was pleasing to see that candidates had understood this expectation. Many answers were clearly structured in paragraphs, making it easy for the examiner to identify the different aspects being covered, while others produced extended explanatory paragraphs covering the different aspects.

All of the sub-questions in Section B relate to either the two interpretations, Sources B and C, or both the sources and interpretations, AO3 skills and AO4 skills respectively. Q3(a) targets the ability to analyse and evaluate source utility and, in doing so, introduces the enquiry which will be dealt with in further detail in Q3(b), 3(c) and 3(d).

In Q3(a) candidates are expected to evaluate the content taking account of the provenance of the sources and apply contextual knowledge in making judgements about utility. These three strands are interdependent and should be dealt with together, rather than in isolation. There is no need to compare the two sources although a few candidates took the unnecessary additional step of trying to determine which source was 'most useful' which is not the focus of the question and therefore is not rewardable.

Q3(b) and Q3(c) examine the views expressed in the two provided interpretations. Candidates are expected to identify the main difference between the views in Q3(b) and use the interpretations to support those claims. This question was generally well done and most candidates who were able to show how they differed could also support their answers. The focus in Q3(c) is on why the interpretations might differ and this question was more challenging and the specific areas of weakness explained below should be read carefully. It is not possible to provide effectively substantiated reasons why the interpretations are different based on such things as where and

when the interpretations were published although a number of candidates did attempt to do so without success. See specific information about 3(c) below.

Q3(d) carries the highest number of marks on the paper. Successful candidates will have already seen how the views in the interpretations are different, why this might be the case and, in completing Q3(a) have understood that there is likely to be evidence in support of both interpretations. They are now asked how far they agree with one of the interpretations. The strongest answers to Q3(d), therefore, focused clearly on the interpretations themselves, reviewing the alternative views and coming to a substantiated judgement. Candidates who focused exclusively on the view provided in Interpretation 2 and used this as a basis for an essay based on their own knowledge were less successful than those who considered the alternative views from both interpretations. There is no expectation that both interpretations are dealt with in equal depth but both should be examined explicitly. The use of contextual knowledge is an important element in this evaluation but it must be precisely selected to support the evaluation and not just used to display aspects of the topic which the candidate has revised but are not relevant to the enquiry. In addition, some of the strongest answers were able to show how the differences of view in the two interpretations were conveyed in reaching their overall judgements.

Examiners reported some impressive answers to Q3(d) and many candidates were able to engage confidently with the interpretations, taking a range of approaches. However, even weaker candidates were able to access this challenging question and often provided evaluative responses leading to an overall conclusion. Only a very few candidates were unable to identify the view being offered by the interpretations, so the majority were able to construct a response in relation to these views. Candidates rarely seemed rushed and full answers were generally provided showing that timing wasn't generally an issue on this paper.

Sufficient space is provided in the exam papers for all questions to be answered in full and although some candidates did write on extra sheets they were not always as successful as those who produced more concise answers. It is of vital importance that candidates do not continue answers from one question in the space reserved for another and, if they wish to write more than the booklet allows, they should clearly identify this on the paper and ask for additional sheets. It is intended that the space provided is sufficient for the majority of the candidates to be able to construct a fully rewardable response.

Spelling, punctuation and grammar were assessed on Q3(d) and the most impressive aspect of this strand was the use of specialist terms which perhaps reflects the detailed understanding most candidates had of this Depth Study.

Question 1

In question 1, candidates are invited to make a valid inference about the influence of the Cult of Mao. There are two marks available for each inference – one for the inference itself and one for the supporting information. Most candidates seemed to understand how to make an inference and most used the content of the source to provide support for the inference. Such candidates tended to make inferences about Mao being worshipped and referenced the hands of the children being held in prayer, or inferences which suggested that the cult of Mao influenced all ages, which could be seen by the children in the poster. A minority of candidates made an inference which was supported by the provenance of the source ie that the poster itself is the support, rather than using detail from the source (poster) to support the inference.

Candidates used the table provided for the answers well and only those who also explained *why* their supporting information helped to support the inference (which is not required) had to use additional space for their answers.

1 Give **two** things you can infer from Source A about the influence of the cult of Mao.

Complete the table below to explain your answer.

(i) What I can infer:

That Mao has a positive effect on ~~the~~ children

Details in the source that tell me this:

4 children are smiling and holding a picture of Mao

(ii) What I can infer:

The poster is a source of propaganda

Details in the source that tell me this:

It's a poster promoting Mao using innocent children



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Examiner Comments

This candidate has made two inferences supported by direct reference to the source so gains full marks.



ResultsPlus
Examiner Tip

Think about the space provided – inferences do not need to be explained in great detail and a single sentence is enough.

1 Give **two** things you can infer from Source A about the influence of the cult of Mao.

Complete the table below to explain your answer.

(i) What I can infer:

Mao was seen as greater than other people.

Details in the source that tell me this:

His photo is physically higher than the other people.

(ii) What I can infer:

People loved Mao widely.

Details in the source that tell me this:

Everyone in the picture, even the children, are smiling in his presence, and are all reaching up to try to touch him, showing him as good and heroic.



The candidate has provided one inference with direct support from the source. However, the second inference is not about the influence of the cult of Mao and the support is based on the provenance of the source.



Candidates should read the whole question to make sure that their inferences relate to the specific question – in this case the influence of the cult of Mao.

Question 2

Candidates performed well on this question and the topic of the reasons for the Cultural Revolution appeared to have been very well taught. The majority of candidates were able to go beyond the stimulus points, with reference to three aspects of content, and relate these to the question. It was noteworthy that even candidates with more limited knowledge of the content were often able to provide a clear structure in their answers, if not a clear analytical focus. The stimulus points are provided to help candidates to link the question they have been asked with the material they have studied and to provide a prompt to the analysis of the process of change. The majority of candidates used the stimulus points to aid their explanation of the reasons for the Cultural Revolution and were able to add in at least one extra aspect of content. Knowledge was very strong in regards to the factors that had led to Mao's withdrawal from politics and the policies put in place by Liu and Deng. Many candidates were also able to identify the objections Mao had to the 'capitalist roaders' and how this led to a power struggle. Most candidates were also able to discuss the beliefs of Mao and how his desire for a purer form of communism, without bureaucratic corruption, was a driving force behind his introduction of the Cultural Revolution. Candidates who reached the higher levels were able to identify Mao's desire for permanent revolution and the need for young people to experience revolutionary change.

Candidates did not need to provide a conclusion to show a sustained line of reasoning and those who were most successful showed a sustained focus on the question in every paragraph. Candidates who only really attempted any analysis in a conclusion struggled to meet the AO2 requirements at the higher levels. Candidates are not expected to prioritise or link factors at Level 4 and few attempted to do so. In cases where candidates did prioritise factors, examiners were sometimes able to reward some aspects of the candidate's argument as showing a clear line of reasoning but it was not a strategy that automatically gained Levels 3 and 4.

At Level 2, candidates often described the features of the Cultural Revolution, or the Great Leap Forward and the famine that preceded it, which left links to the question too implicit to meet the AO2 focus on analysis. At Level 3, candidates were mainly focused on the conceptual focus of the question but sometimes lacked the wide-ranging knowledge required at Level 4. At Level 4 there were many sustained analytical responses supported by well-chosen examples which displayed clear understanding of the topic and these were often rewarded with full marks.

Overall, candidates were very comfortable with this style of question and produced a range of impressive answers.

2 Explain why Mao introduced the Cultural Revolution.

(12)

You may use the following in your answer:

- Mao's beliefs
- power struggle

- enforce communism
- four olds
- gain power

You **must** also use information of your own.

One reason Mao introduced the Cultural Revolution in 1966 was to stop ^{'capitalist roaders'} ~~people from going~~ down the 'capitalist road'. After the Great Leap Forward ended in 1962 Mao backed down as President of China putting Liu and Deng in charge. However, they were ~~pragmatists~~ pragmatists and began introducing new policies against Mao's ideology, such as private farming and socialist education reforms. Therefore once Mao came back to power, he needed to make sure his country stayed communist as he believed in equality for all. By introducing the cultural revolution it encouraged people to go against these new reforms, ~~st~~ allowing communism to come back.

Another reason Mao introduced the Cultural Revolution in 1966 was to remove 'the four olds' allowing a new and better culture to be introduced. During the Cultural Revolution as

part of the 'four olds' campaign, Mao encouraged the Red Guard to remove anything to do with old culture, ~~old religions~~ and old religion. ~~By~~ Many attacked anything to do with western culture including people that listen to western music, those with western haircuts, including braids and short hair on females, and those wearing western clothing, making them wear army uniforms. By removing all of this, Mao was enforcing communist rule and bringing back the ~~revolution~~ revolutionary spirit.

Finally, Mao launched the Cultural Revolution in 1966 in order to regain his power. ~~After events~~ After the Great Leap Forward ended in a lot of failure, including wasting nearly all steel in backyard furnaces and ~~having his~~ the Great Famine killing 30 million, leading many to cannibalism, Mao realised his mistakes and stepped down as president of China leading Liu and Deng in charge. However as the chairman of the CCP he had still some influence. However, after understanding there were new 'capitalist roaders' Mao knew he needed to regain power. With the introduction of The Little

Red Book', having Liu and Jiang by his side he was able to regain his power.

In conclusion the main reason Mao introduced the Cultural Revolution was to enforce communism in China and remain the leader. However, some extreme Red Guards wanted no leaders, leading to the setting up of leaderless communities that had their own governments.



ResultsPlus
Examiner Comments

The candidate has covered three areas of content (Mao's beliefs, the Four Olds and the power struggle) and has, therefore, satisfied the requirements for Level 4 answers to go beyond the stimulus points and to show wide-ranging knowledge. In addition, detail is used to support the analysis, which is evident in every paragraph, rather than being provided simply as information.



ResultsPlus
Examiner Tip

This candidate has provided a conclusion but it does not add to the marks awarded. Instead, Level 4 has been reached by the focus on the question which is evident in every paragraph.

2 Explain why Mao introduced the Cultural Revolution.

(12)

You may use the following in your answer:

- Mao's beliefs
- power struggle

You **must** also use information of your own.

Mao introduced the Cultural Revolution so he knew he was in control of things and was going to be in the future.

Mao started to realise there were a few people who wanted to try overpower him or take his power away. These people were Liu and Peng. Mao thought they were trying to remove ~~Mao~~ him from power.

Liu and Peng started emergency reforms where they were trying to make China better. But Mao saw this as an attack on his ideologies. Liu and Peng were leading China down a more Capitalist road the the

communist road which they should have.

Mao ~~believed~~ believed everyone should be communists. Mao had strong beliefs on communism as to why he ~~that~~ was trying to make all of China ~~Communist~~ communists. Because of Mao's beliefs when he witnessed what Liu and Deng were doing. He decided he had to take action against them.

Mao publicly humiliated Liu and told everyone that he didn't agree with what everyone else believed in.

~~This goes to show~~ Mao took ~~all~~ everything from Liu and Deng. Liu didn't return to government but Deng did. However, because Mao took everything from Deng, he struggled to get his power back as he had nothing.

This goes to show that Mao wouldn't stand for people trying to go against him. He would either kill or publicly humiliate them like he did with Liu. ~~and~~ He did the same to Peng who was trying to advice him but he saw it as a personal attack.

Mao wanted China to be gully communists and follow in his footsteps he didn't want any capitalist ideas in his country.



ResultsPlus
Examiner Comments

This candidate displays good knowledge of the power struggle but the content coverage is limited. However, although the explanation is mainly directed at the focus of the question the end section describes what Mao did and does not link it to why the Cultural Revolution was introduced.



ResultsPlus
Examiner Tip

Organising the answer into paragraphs makes it clear to the examiner that three aspects of content have been covered. A sentence at the end of each section showing how it helps to answer the question can help to raise the AO2 level in an answer.

Question 3 (a)

Candidates need to approach the utility question bearing in mind that judgements about utility should be based on the usefulness of the sources for the specified enquiry, in this case the reasons for the success of the CCP in the Civil War. The best responses were those that were able to address 'how useful' by establishing the strengths sources have as evidence before determining how far the limitations affect their usefulness. It is important for candidates to remember that judging utility may involve some comments about reliability but answers which focus solely on this aspect tend to be extremely negative towards the source material.

Reliability can only ever be a small element of utility because an unreliable source can still be very useful. It is also important that in judging utility provenance is related to the content of the source. For example, many candidates pointed out that Source C had been written by an American and being an outsider would make them more objective. They also pointed out that the Americans had supported the Guomindang in the Civil War and so would be biased in their favour. Many candidates then used bits of the source which showed the American Secretary of State criticising the Guomindang without trying to explain why they would do this if, as they had already stated, they supported the Guomindang. Only a very small number of candidates effectively utilised the provenance to establish that the content of the source could be useful, precisely because it was a critical comment from an ally.

It was disappointing to see the number of generic responses when the provenance of the sources was commented on. This part of the response is only likely to gain marks at Level 1 for this element of the mark scheme. Many candidates who offered otherwise quite interesting analysis of the content and applied excellent subject knowledge to the interpretation of the sources still had a tendency to fall back on simplistic judgements about provenance.

Many answers made good use of contextual knowledge but some well-prepared candidates spent too much time talking about the events of the Civil War without using that material to support reasoning about the sources' utility, becoming stuck in Level 2 at best for many of their points. In addition, it is not possible to gain credit for simply asserting that the candidate knows an aspect of the source to be true without using specific knowledge to demonstrate this. It is also worth noting that simple comprehension – it states, it shows – based on the assumption that such information is useful, remains low level. Developed statements about the usefulness of the content can reach Level 2 but answers consisting solely of such comments are unlikely to progress beyond mid Level 2, irrespective of the length of the answer, because the other strands of the Assessment Objective have not been addressed.

In attempting to analyse utility some candidates have obviously been encouraged to describe what is missing from the source and this led to some answers which could only be marked at Level 1 for this aspect of the mark scheme. Candidates should recognise that the sources were not produced in order to be used by historians and they cannot cover every detail that might be useful in an investigation. The primary focus for all candidates should be to judge the utility of what is there rather than what isn't there. A pleasing majority of candidates did test the content of the source against their own knowledge to assess how useful it could be for example they applied their knowledge about the Huai-Hai campaign to support the point made in Source C, which states that the Guomindang lost every battle.

Answers reach Level 3 by assessing the usefulness of the content in the light of the provenance and the candidate's own knowledge; the criteria used to make the judgement could be its accuracy (this is not the same as reliability), the relevance of the source, the way it could be used by the historian, how representative the source is etc. An evaluation of a source's utility should be explicit about the criteria being used, for example an answer should be able to explain that while the language may

be emotive, the facts included can be supported from the candidate's own knowledge so the source is very useful despite any loaded language. Similarly, the answer might show an awareness of the different uses of a source for this enquiry: a speech by Mao may be propaganda but its usefulness lies in showing us what Mao wanted people to believe about the reasons for the victory of the CCP.

Although a judgement should be reached on the overall usefulness of each source, there is no requirement to compare the sources or to use them in combination and no marks are available for this. Doing this wastes time that could be used to explain the judgement made with regard to utility.

3 (a) Study Sources B and C.

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.

(8)

Source B is useful to some extent, as it ~~is~~ is from a speech made by Chairman Mao, who was the leader of the CCP during the Civil War, so this source is useful as we get to see Mao's perspective on why they won. However, the source does not specifically outline any specific reasons as to why the CCP won, as the success seems to be pinned on the 'people [who] supported our People's Liberation Army'. This could show ~~to~~ how this source perceives the success was due to the collectiveness of the Chinese people, which makes sense as Mao wanted to unite the peasants and the entire Chinese population under ~~them~~ himself and the CCP and start a socialist movement across China. But there is no mention of strategic measures or specific tactics that enabled them to win, the source fantasises the soldiers by calling them 'heroes'. Therefore I think this source is partially useful, ~~as~~ as we get the impression of Mao's reasons for his success. ~~and the same is very biased so it might~~

However, as Source C is written by the American Secretary of State for Foreign Affairs, his opinion is more likely to be open and less biased as Source B. Despite the fact the US supported the Guomindang, the writer appears to be very critical of their failure, maybe because it cost the Americans a lot of money to send them sufficient support, ~~but~~ ~~because~~ as he comments how they 'lost every battle even though they had enough arms and ammunition'. Yet unlike Source B, this source provides us with specific reasons for the CCP's success, such as their 'strong discipline' and 'fanatical enthusiasm', as Mao had made sure the PLA stayed true to their cause and respected peasants. So this source also provides us with ~~more~~ information on both sides who had fought in the civil war, giving us a balanced ~~and~~ overview of the events, as we are clearly able to make a judgement for ourselves about the reasons for the CCP's success.

Therefore, I think Source C is more useful for an enquiry than Source B as it provides specific reasons for the CCP's success, not only commenting on their success but how it was influenced by the failure of the Guomindang.



This makes some developed points about how the provenance might have an impact on the utility of the content of the source. For example, the need for Mao to establish a sense of collective responsibility for CCP success in the light of him leading the country.



There is no need to compare sources, as this candidate does, in order to achieve full marks. This comparison does not detract from the quality of the response but it does not add to it.

3 (a) Study Sources B and C.

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.

(8)

Source B proves to be a useful source because it explains large success in the civil war. "Overthrown the rule of the Guomindang government." This tells us that the CCP ~~is~~ undoubtedly took control and "The [PLA] fought like heroes" tells us that the reasons for success were down to the well trained soldiers and good military tactics. However, the source's weakness may be in the author - Mao - the leader of the CCP. This therefore makes Mao biased towards the CCP victory, as he could lie about the extent of the CCP victory.

Source B is also a useful source because it's written by the American Secretary of State. America and China did not have close relations, however this letter seems to somewhat praise the CCP and shame the Guomindang. "The [GMD] leaders had proved incapable of dealing with the crisis." "The Communists had strong discipline." This tells us that even the West considered the CCP victory to be strong, even though they previously supported the GMD. It also gives us an insight into the reasons - "we had observed many problems with the GMD." This tells us that the GMD setup and tactics were weak.



At Level 2 candidates will make developed comments related to the content of the sources and/or their provenance. In this case the candidate has used some own knowledge effectively to assess the utility of the source content. Their attempts to analyse the provenance of the source are not convincing. The candidate states that Source C shows the West considered the CCP victory to be strong and recognises that the Americans had supported the GMD, but this is not developed to explain how this affects the usefulness of the content of the source.



Candidates using precise knowledge to support points about the specific aspects of the source will always perform better than those who just use this question to write about the topic.

Question 3 (b)

In this question candidates need to identify the difference between the views given in Interpretations 1 and 2 about the specified enquiry, in this case the reasons for the success of the CCP in the Civil War. Candidates are expected to identify a difference and evidence this by selecting relevant points from the interpretations. It should be noted that the interpretations do not necessarily offer contrasting views, merely different views.

Responses which asserted differences without support, for example stating that Interpretation 1 suggests the CCP won the Civil War because of the failures of the Guomindang, whereas Interpretation 2 suggests the CCP won because of their own strengths, stayed in Level 1. Some candidates gave differences of detail, for example, 'the Guomindang was disunited, incompetent and corrupt,' whereas 'the CCP ...increasingly attracted intellectuals and those who wanted political change'. Candidates who did this without also showing how these details convey a difference of view also stayed in Level 1.

Level 2 was achieved when the candidates indicated a clear difference of view and supported it with detail from the extracts. Most candidates were able to score full marks and those that didn't fell into one of the 2 categories mentioned above.

A small number of candidates ignored the focus of the enquiry and selected general points of difference from the interpretations. No marks were awarded to candidate who did this. Candidates' success in Q3(d) may be influenced by how well they identify the views given in the interpretations. Therefore, those who did identify the differences of view about the reasons for the success of the CCP in the Civil War in this question, Q3(b), were able to build on this more successfully than those who failed to, when it came to answering Q3(d).

Some candidates tried to use extra space in the booklet to write very full answers but in many cases these were simply lengthy paraphrases of the interpretations which did not identify the main difference between them and failed to gain additional marks.

(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 these views?

Explain your answer, using details from both interpretations.

(4)

~~Some~~ Interpretation 1 talks about all the problems that the Guomindang had and how people ~~start~~ started moving over to the CCP

Interpretation 2 talks about why people decided to convert to the CCP and what the CCP did to persuade ~~be~~ people to ~~also~~ join them



The candidate has clearly identified a major difference between the interpretations. However, without support from the interpretations the answer is limited to Level 1.



Once a difference has been identified, short quotations from the interpretations or a paraphrase of some of the points made will be enough to provide the support required for Level 2.

Question 3 (c)

Moving on from identifying the differences in view in Q3(b), candidates need to explain a reason for those differences in Q3(c). Only one reason, effectively substantiated, is required to get into Level 2. Well answered questions were able to show an understanding of why historians come to different conclusions, or have different emphases. This might be due to a variety of factors such as the weight given to different sources, in this case candidates might refer to the support given by Source B for Interpretation 2 and by Source C for Interpretation 1. It may also be due to the different focus of each interpretation, for example some candidates recognised that the interpretations did not contradict one another, with Interpretation 1 identifying the neglect of the Guomindang leading to people turning to the CCP and being impressed by their honesty and efficiency, which is then developed in Interpretation 2. Some candidates also discussed the different emphases of the Interpretations, with Interpretation 1 concentrating on push factors such as the failings of the GMD and Interpretation 2 highlighting the pull factors of the CCP.

Candidates who answered at a higher level selected one of the above approaches and evidenced their reasoning with specific support from the Interpretations. Around half of the candidates were able to do this, with most opting for explaining the differences in terms of the weight given to the selection of sources by the historians. Those who stayed in Level 1 did not fully understand the nature of the question. Some gave a valid reason for the difference in view, but failed to support this reason, stating for example that the views differ because the historians have used different evidence, but not providing evidence for this.

A significant minority of candidates attempted to speculate as to the background motivations of the historians which is not a requirement of this question. Candidates who did this tried to use the date of the Interpretation, the title of the book from which it came, or the nature of the interpretation as the reason for the differences in view. Candidates who did this stayed in Level 1 as they were unable to support their ideas with evidence from the Interpretations. There is no requirement in the specification to address the historiography and the views being presented are alternative views not directed towards a controversy or specific debate. Candidates should appreciate that historians legitimately have differences of view, to come to different conclusions when they conduct their enquiries into the evidence. The question is rooted in the interpretations that have been provided and therefore speculation about possible reasons for differences cannot be rewarded here if it is based on the provenance or what else might or might not have been said; candidates must be able to support their comments with evidence from the provided interpretations. The interpretations are not being used as evidence and therefore need to be treated differently from the sources, and without reference to the provenance.

Poorer answered questions gained no marks on this question as they merely repeated what had been said in Q3(b). Some candidates also mistook the name of the book for the person who had written it, for example thinking Mao had written one and China had written the other.

(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.

(4)

Interpretation 1 has looked at sources which show the GMD negatively, ~~not~~ showing the success of the CCP due to GMD's bad leadership. Interpretation 1 ~~and source C~~ ^{has looked at} Sources like source C to show despite having superior weapons, they were unable to win, ^{Success of the CCP in the civil war} showing different views about reasons for ^{war} Interpretation 2 has looked at sources such as source B to show ~~not~~ the superior support the CCP had. Interpretation 2 showing how careful it is not to lose the support of its followers and to help the people, showing different views about reasons for success of CCP in civil war.



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Examiner Comments

This candidate has gained full marks by explaining how the writers have given different weight to different sources in writing their interpretations and the answer is substantiated by references to the interpretations.

Question 3 (d)

This was the most challenging question of the paper, requiring candidates to show how what they had identified in Q3(a), (b) and (c) could be effectively used to explain why they agreed and disagreed with Interpretation 2. Interpretations 1 and 2 provide alternative views about the reasons for the success of the CCP in the Civil War. These views are not a controversy. This is the only time candidates will be tested on AO4: Analysis and evaluation of interpretations. Three elements were necessary for candidates to be successful: evaluation and judgement of the given interpretation, the analysis of the provided material, ie the 2 interpretations, and the deployment of contextual knowledge to support the evaluation.

The second strand of AO4 required an analysis of the Interpretations. In order to be successful candidates needed to correctly identify what Interpretation 2 was saying, in this case that the CCP won the Civil War because of their positive appeal to the people of China. Pleasingly most candidates were able to do this, identifying the gist of the interpretation clearly. Less successful candidates showed an awareness of the gist but did not analyse the interpretation effectively. Successful candidates were able not only to identify the gist but also to pick apart the details of the interpretation and show how these details were valid using their own knowledge, for example candidates might support the point given in Interpretation 2 about the 'decent behaviour of the PLA troops' being a reason for CCP success in the Civil War by discussing the emphasis Mao put on PLA soldiers treating the peasants with respect and remaining disciplined.

Candidates were also expected to use Interpretation 1 to provide an alternative to the view given in Interpretation 2. In this case Interpretation 1 suggests it was the failings of the GMD that led to support for the CCP increasing. Again, successful candidates provided good analysis of the interpretation and provided contextual knowledge in support of the points made.

A significant minority of candidates were less successful in terms of answering this question because they failed to use Interpretation 1. From Level 2 upwards this is a requirement of the mark scheme in terms of analysis of the provided material. Sadly, a small number of eloquent and analytical responses were unable to be awarded highly due to their failure to use Interpretation 1.

A very small number of candidates failed to use either interpretation and proceeded to approach the question as if it were simply asking about the reasons for the CCP victory in the Civil War. Candidates who did not engage with either interpretation, no matter what the quality of their contextual knowledge, failed to get out of Level 2. The target AO for this question is AO4, not AOs 1 and 2.

Most candidates were able to provide a degree of contextual knowledge to help answer the question. The most successful candidates used precise evidence to support both interpretations, including other aspects of content that may not have been specifically mentioned, for example the impact of the Huai-Hai campaign. Candidates who used more generalised details were not as successful as candidates who used precise and well selected details to support their evaluation. A few candidates did not display any contextual knowledge, preferring to repeat bits of the Interpretations to support assertions made. Merely asserting agreement with points in the interpretation by saying 'from my own knowledge I know this to be true' is not sufficient evidence of contextual knowledge.

Most candidates were able to at least assert whether they agreed or disagreed with the view given in the interpretation. Many were able to justify their evaluation by explaining how their contextual knowledge supported this. An encouraging number of candidates were also able to provide a line of reasoning that was coherent and logically structured which led to a supported judgement. Best fit marking means that candidates can get into Level 4 even if they are not able to show how

differences of view are conveyed. It is worth remembering that this is the only part of the qualification which focuses on AO4 which requires candidates to analyse and evaluate interpretations, explaining how and why they differ. These differences may be conveyed in a variety of different ways, including language and tone, selection of information and points of emphasis, dependent upon the specific interpretations provided. Further information may be found in *Getting Started* p43, 45, 47-9.

Some candidates referred to Interpretation 1 which states how 'people living in towns began to think the CCP could not be any worse than the Guomindang', and compared it to the choice of language in interpretation 2 which highlighted how the CCP 'attracted the support of most peasants.' A small number of candidates were successful in showing how the differences in views were conveyed through the choice of points of emphasis.

The existence of the strands which make up AO4 leads to 'best-fit marking'. All strands are considered before a final mark is decided upon. The most successful candidates, therefore, were able to display evidence of a clear understanding of all 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.

(16)

Although I view Interpretation 2 as convincing, it is missing some features, and therefore I cannot be fully convinced.

In interpretation 2, it talks about how the CCP won people over, which led to their success. It states that the CCP 'attracted' the support of most peasants, which fits with my own knowledge, as the KMT had policies about land reform, which took land away from land lords, and gave it to the peasants. This was very popular as the peasants could make profit off of their own land, and disliked their landlords for their poor treatment of workers. However, I disagree with the KMT/CCP being 'careful not to lose the support of the better-off peasants'. The wealthy peasants were forced to publicly apologise and be humiliated under CCP rule, and were seen as greedy capitalists, as they only cared about making money. Wealthy peasants were disliked by poorer peasants, as they had both freedom and money. Therefore I think this interpretation has limitations, as it does not address the fact that the CCP

differentiated between the two types of peasants and it was not so concerned about losing their support.

Interpretation 1 supports interpretation 2 in some ways. The CCP's army (the PLA) are credited with 'being' popular, 'honest and efficient'. This supports interpretation 2, as it conveys that the CCP were liked by the majority of the population, and ~~that~~ therefore their support for communism grew. The PLA were very experienced from fighting with Japan throughout the duration of WWII, and so were highly skilled, and this proves interpretation 1 is accurate. On the other hand, interpretation 1 is also contrasted against interpretation 2. It claims that it was the GMD's 'inflation and financial scandals' that led to CCP victory. At the beginning of the Civil War (1946), the GMD were widely unpopular as corruption led to inflation and they refused to give higher wages to urban workers, leading to the loss of support from the majority of the urban population. This shows that it may have been the GMD's faults and dislikes that led to the CCP being more popular, and ~~winning~~ winning them the Civil War.

However, the second interpretation is still supported by my own knowledge. People did believe that the

Communists would solve China's problems after their victory in conquering Manchuria, ⁽¹⁹⁴⁵⁾ sending the Japanese imperialists, who had plagued China for years, away. Mao, the leader of the CCP, ~~also was~~ also a feminist, and wanted to aid gender equality, therefore showing that he would solve problems that were deeply integrated in Chinese society. ^{In addition,} the CCP 'set fair rents' proving popular with the population, and solving China's problem of corruption and greedy ~~capital~~ capitalism by being communist. However, I disagree that the CCP 'attracted intellectuals'. As the CCP was communist, it wanted ~~fair~~ fair wages between all workers, and so disliked the emphasis placed on intellectuals and experts. It wanted, instead, to highlight the power of the people, and so many intellectuals disliked the CCP as they did not want to lose ~~wealth~~ wealth or influence. This shows that although the CCP 'targeted most classes of people' it was not particularly interested in winning over the hearts of the intellectuals, ~~showing the~~ proving the interpretation's weakness.

Overall, I am not fully convinced that it was solely the CCP's popularity and policies that swayed the nation, as ~~part~~ interpretation 1 disproves this. Interpretation 2 does not fully persuade me, as parts of it go against my own knowledge, ~~but I~~ and it does

not address the fact that the CCP's main target group was the poor peasants, ~~which~~^{as they} made up 75% of the population. However, I do think some of the CCP's success in the civil war can be credited to the support of the CCP by the people, but it also includes other factors.



ResultsPlus
Examiner Comments

This candidate reviews the alternative views presented in the interpretations and comes to a substantiated conclusion. Contextual knowledge is used to support the analysis and there is a clear line of reasoning throughout. All aspects of Level 4 are met and the analysis of the interpretations is very precise. This answer is clearly Level 4.



ResultsPlus
Examiner Tip

Candidates who examine precise details from the interpretations and then use their own knowledge to support these points are more likely to gain the higher levels.

(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.

(16)

I agree a lot with Interpretation 2. The CCP did target most classes of people, they favoured the peasants the most as they made up most of the population. So this would result in more supporters for Mao.

Intellectuals were targeted as Mao wanted China to become a super power and to do this needed highly intelligent students to be on his side.

PLA troops did not use terror to gain support from peasants but instead aided and improved their working and living conditions. This led to the peasants supporting the CCP.

Another reason for the CCP's success is that it controlled most (70%) of China and the factories so could make weapons and vehicles when needed.

Most CCP troops had experience of guerilla warfare so these hit and run tactics were extremely effective and efficient as the GMD were shocked, surprised and simply unprepared for the attack

Mao ensured the CCP remained disciplined this helped massively in the civil war success as Mao was a very strong tactical leader also this ensured that the CCP never lost sight of their goals and rewards.

Interpretation 2 tells us how the communists came across as being able to help solve China's problems, this increased support and therefore helped with the civil war victory

To conclude the CCP won the civil war for due to many different reasons ranging from discipline to continued support from many. Mao banned forced marriage and the sale of women leading him to have continued support from women, students, peasants

farmers etc.

These supporters that Mao had gained were willing to do anything for him as he made their lives so much better. We can even link this all the way back to source A which backs up my point of many people were extremely loyal to Mao for him. Finally concluding and explaining the point and reasons of CCP Civil War victory and success.



ResultsPlus
Examiner Comments

The candidate does provide valid evaluative comment to agree with the interpretation. They also make use of Interpretation 2 and analyse some of the points using some relevant contextual knowledge. However no reference is made to Interpretation 1 at all. The best fit mark for this candidate is therefore Level 2.



ResultsPlus
Examiner Tip

Both interpretations need to be analysed in order to gain a mark above Level 1 for strand 2 of AO4, analysis of interpretations.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

- When asked to make inferences in question 1 make sure that the inferences are relevant to the specified enquiry.
- In Q3(a) focus on linking the provenance to the content of the sources.
- When analysing the reasons for the different views in the interpretations focus on their content – candidates should not be concerned with the book title, the author or the type of publication.
- In Q3(d) candidates must review the alternative views in both interpretations as well as using specific knowledge to support the points made.
- All the sub-questions in question 3 should be seen as part of the same enquiry with each question guiding candidates towards the final analysis in Q3(d).

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

