



Examiners' Report

June 2019

GCSE History 1HI0 32

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Introduction

It was noted in this report last year that many candidates were well-prepared for this option and the examiners were pleased to see that this was again the case this year. Candidates appeared to be comfortable in dealing with a range of political, economic and social aspects of the period. Candidates were well-prepared for the question styles and there was clear understanding of the demands of all questions. There was a notable improvement in the approach to the inference question as well as an increasing number of candidates able to access the higher levels on the interpretations questions.

The Modern World Depth Studies are designed to encourage candidates 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 effects of the Cultural Revolution. 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, analyse the different views presented in the interpretations and the reasons for those differences, and are then invited to judge the extent to which they agree with one of the interpretations. Because of the specific focus in Section B, the questions in Section A are designed to explore other areas of the specification not covered in Section 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 no marks were available to reward this evaluation, however strongly argued. Instead, the most successful candidates showed a consistent analytical focus throughout their answers and many were able to access Level 4 by doing so, when this was supported by relevant knowledge. 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 content being covered. This does not mean candidates need to identify three different causes or events. The knowledge displayed by candidates was often impressive and many were able to match this with good analysis of the question.

All of the sub-questions in Section B relate to either the two interpretations, Sources B and C, or both the sources and interpretations. Question 3(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 questions 3(b), 3(c) and 3(d).

In 3(a) candidates are expected to evaluate the usefulness of the content, taking account of the provenance of the sources and applying contextual knowledge in making judgements about the utility of the sources as evidence for the specific enquiry in the question. These strands are linked and should be dealt with together, rather than in isolation. There is no need to compare the two sources and very few candidates attempted to do so this year.

Questions 3(b) and 3(c) examine the views expressed in the two provided interpretations. It should be recognised that the interpretations offer alternative views but do not necessarily conflict with each other. Candidates are expected to identify the main difference between the views in 3(b) and use the interpretations to support those claims. This question was generally well done and most candidates who were able to show how the interpretations differed could also support their answers with direct references to, or examples taken from the interpretations.

The focus in 3(c) is on why the interpretations might differ and this question was answered more successfully than last year. 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. (See specific information about 3(c) below).

Question 3(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 3(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 3(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 and the majority of candidates did focus on both this year. There is no expectation that both interpretations are dealt with in equal depth but they 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 most candidates were able to use their knowledge to support their analysis. 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 3(d) and many candidates were able to engage confidently with the interpretations, taking a range of approaches. However, this question was accessible to all candidates and even those who did not score highly understood the need to offer evaluative responses leading to an overall conclusion. Only a 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. Once again, candidates rarely seemed rushed and full answers were generally provided showing that timing wasn't largely 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 was noted last year that 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 3(d) and the most impressive aspect of this strand was again the use of specialist terms which perhaps reflects the detailed understanding most candidates had of this depth study.

Question 1

In question 1 candidates were invited to make valid inferences about people's communes. 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 the nature of life in the communes or aspects of their design. Some candidates simply pointed out details in the source which cannot be credited as inferences. In addition, a small minority of candidates did attempt to analyse the provenance of the source which is not the target of this question. A small minority of candidates tried to write about their own knowledge of the communes and this is not rewardable on this question. Some also tried to analyse the provenance of the source but the target here is to make inferences about the content.

Candidates made appropriate use of the table provided for the answers.

1 Give **two** things you can infer from Source A about people's communes.

Complete the table below to explain your answer.

(i) What I can infer:

People worked together in
a happy community.

Details in the source that tell me this:

many groups of people
socializing.

(ii) What I can infer:

Communes were very
productive.

Details in the source that tell me this:

A lot of labour going on.
wheat silos are full of
grain.



Two valid inferences are given in this response with support given from the source.

(i) What I can infer:

I can infer that red soliders
in the picture.

Details in the source that tell me this:

As there are 6 armed men/
boys all lined up.

(ii) What I can infer:

I can also infer that there
are factories in the picture

Details in the source that tell me this:

As there are able factories
at work in the picture.



This response does not gain any marks because it identifies details in the source but does not make inferences.

Question 2

Candidates performed well on this question and it was clearly based on a topic for which most had been well-prepared. Many candidates displayed an excellent knowledge of the role of the PLA in consolidating the power of the CCP in the years 1951-52 although others simply described the actions of the PLA during the Civil War, 1945-9. This meant that detailed points about the Huai-Hai campaign or the loss of Manchuria, for example, could not be considered as supporting detail for this question. However, the knowledge of the 'three antis' movement was often impressive with clear links being made to the idea of the consolidation of power.

Examiners were pleased to note that many candidates were able to go beyond the stimulus points in providing other relevant aspects of content which could be used to address the question. Some candidates used knowledge of the 'five antis' campaign and the differences between urban and rural terror although some did use the latter in a more generalised way without specific reference to the stated period or the focus of the question. These candidates struggled to reach the top levels but those who could explain why the organisations and campaigns helped the CCP to consolidate their power managed to meet the requirements of the question successfully.

Candidates did not need to provide a conclusion to show a sustained line of reasoning (and very few did) and those who were most successful showed a sustained focus on the question in every paragraph. 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 general strengths of the CCP 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, it was clear that candidates were familiar with this style of question and this topic.

2 Explain why the Chinese Communist Party (CCP) was able to consolidate its hold on power in the years 1951-52.

(12)

You may use the following in your answer:

- People's Liberation Army (PLA)
- the 'three antis' movement → sanfan

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

1951-1952

- the 'five antis' movement
wufan
(INDUSTRY)

One way the CCP was able to ^{consolidate their} ~~start~~ power was by introducing the three-antis movement ^{in 1951}. This ~~targeted teachers~~ aimed to purge those in the party who were not perfect communists. By doing this; Mao, as head of the CCP, removed ~~any chance of a~~ ~~part~~ anyone in power that could challenge what he was doing. It meant that Mao's power grew and all decisions were his so the ~~government~~ CCP ran smoothly, with great power.

^{Mao} In 1952, ~~the CCP also~~ introduced another movement called the five-antis movement. This was targeted towards any fraud or theft in ~~the~~ industry. It made sure that companies were paying the right taxes and following the rules. Companies were intimidated by the movement and so started to pay the right amounts of money.

to the government ~~this~~^{which} strengthened the CCP and made them richer and more powerful.

Mao also used the PLA to consolidate the party's power. He made the army the people's liberation Army ~~which~~ to help inspire more people to be patriotic and join. This helped him to raise a bigger army so that he was more of a threat to any challengers ~~and~~ and ~~so~~ so he didn't lose any ~~power~~^{strength.} The party now had a large army to fight with that ~~at~~ ~~also~~ allowed them to keep their power and grow in confidence.



This response provides three aspects of content, although the points made about the PLA are quite generalised and an explanation is given which meets the criteria for Level 3.



Candidates should always look carefully at the years stated in the question to make sure that all the aspects of content which they include in their answers are relevant.

The CCP consolidated its hold on power by using the PLA to track down any remaining members of the GMD to prevent a ~~total~~ counter-revolution. Overall, about 100,000 'bandits', as they were known to the CCP, were killed when Mao was consolidating his hold on power. This prevented the GMD resuming any fighting and forced people to comply with the new regime.

The PLA also helped redistribute land according to the 1950 Agrarian reform law. In 1949, the average peasant had 0.4 acres of land but by 1952 they had 0.8 acres. This helped ensure the CCP could consolidate its power as this kept the support of the peasants, who were instrumental in Mao's victory over the GMD.

The CCP also used terror to consolidate its power during the three and five anti-movements. During the three anti-movement, or sangou, of 1951, ~~the~~ 4 million people were put on trial and $\frac{1}{4}$ of these were convicted.

This consolidated the CCP hold on power as it made people too scared to speak out against the communist regime. The five antis movement was very similar, however it targeted inefficiencies in industry. Under this 150 000 bosses of large companies were targeted, although just 1% were sent to Laogai camps. Most were given large fines, which allowed the CP to consolidate its hold on power because they had more money available for industry.

→ Another reason why the CCP was able to consolidate its power was allowing the peasants to attack landlords who resisted reform. Between 1950 and 1952, 1 million landlords were killed. This rural terror crushed any opposition to Mao and also sped up land reform, which was the policy that won many peasants over during the civil war. This allowed the support of the peasants, who made up 80% of China's population, to continue, which was incredibly important for the new regime.



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This candidate has directed an analytical explanation at the focus of the question very consistently throughout the answer and, therefore, meets the criteria for AO2 at Level 4. The knowledge used to address the question is also sufficient to meet the Level 4 criteria for AO1 so the answer is a secure Level 4.

Question 3 (a)

This was probably the question where candidates' performance was most unbalanced and few managed to display the analysis required to reach Level 3. Although many answers consisted of thoughtful comments about the content of the sources, there are three strands to the mark scheme that all need to be addressed. 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 Nazi policies about women. 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 criterion do not fully consider the value of the sources as evidence.

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, the fact that in Source B Lihua was recalling events some years after the Cultural Revolution led some candidates to describe the source as being unreliable and, therefore, not useful. However, these same candidates could not demonstrate which parts of the interview were not a reliable indication of Nazi policy towards women. On the other hand, more successful candidates were able to show how the provenance of the source, from a traumatised witness to an act of terror, increased its utility because it provided real details about the ways certain people suffered as a result of the Cultural Revolution. The fact that Source C provided a useful impression of how the government wished to present the effects of the Cultural Revolution was ignored by some candidates who preferred to dismiss its contents because it was **from** a government publication.

It is disappointing to note that some otherwise well-prepared candidates are writing generic responses commenting on the provenance of the sources. 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. In particular, there were some generalised comments made about Source C, stating that it was useless because it was propaganda. Such comments were often made in isolation from the analysis of the content and added nothing to the answer.

Many answers made good use of contextual knowledge but a few well-prepared candidates spent too much time talking about the effects of the Cultural Revolution 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 written in order to be used by historians and they cannot cover every detail that might be useful in an investigation. Candidates who claimed that Source C only described the treatment of one family so it was not useful could only be credited for making simple judgements about utility in Level 1.

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 sources against their own knowledge to assess how useful they could be. For example, they applied their knowledge of the social impact of the Cultural Revolution in a range of different areas of life to test some of the claims made in the source about the adulation of Chairman Mao.

Answers reached 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 or 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.

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.

3 (a) Study Sources B and C.

How useful are Sources B and C for an enquiry into the effects of the Cultural Revolution?

Explain your answer, using Sources B and C and your knowledge of the historical context.

(8)

Source B is from an interview with Lihua, a woman who was 6 at the ~~start~~ beginning of the Cultural Revolution. The interviewer is an American journalist living in China. This makes the source more reliable, as ~~she~~ Lihua is speaking from experience. She has viewed everything which happened, and is providing the interviewer with a first hand account into what happened. This makes it very useful ~~as~~ for an enquiry into the effects of the Cultural Revolution. However, the source can only provide Lihua's point of view on the situation. Since Lihua was not a Red Guard, and her family is described as being tortured, means they were well off. The source fails to take into account what the effects of the Cultural Revolution could have been for others, such as students, who felt empowered and in control. To be more useful for an enquiry, it could include details such as the effects of the revolution for the peasants and ~~the~~ Mao. Without these details, the source is only partially useful.

Source C is from an article in a Chinese government propaganda magazine. This decreases the source's reliability, as Chinese

propaganda was meant to encourage others to become a part of the Cultural Revolution, by only showing its positive effects. Therefore, its only partially useful for an enquiry into the effects of the Cultural Revolution. It mentions how the Cultural Revolution has bettered people's lives, and praises Mao. What it fails to include are all the negative effects, like the millions of people murdered and the loss of all previous culture. This makes it less useful for an enquiry. It could have included details such as, for people to get where they are, and become revolutionary, around 1 to 2 million people had to be executed. It could also talk about how many religious shrines and books were burnt, causing a loss in old culture.



Valid criteria has been applied to judge source utility throughout the response although some of the points made about provenance have not been fully developed. The candidate has become very focused on examining points which are missing from the sources but candidates cannot reasonably expect to see all different perspectives covered in a single source and it is not a valid evaluation to state that Lihua could not see things from another perspective so her evidence is not useful. However, this response does apply criteria and use knowledge at an appropriate level for Level 2 marks.

Source B and C have different levels of usefulness into the enquiry of the effects of the Cultural Revolution. Source B is from an internment during the 1980s after the Cultural Revolution (1966-76) and after the death of Mao in 1976 which suggests that the source would present an unrepressed view into the era enquiry, even though there was still repression and censorship under Deng Xiaoping. The fact that Source B highlights the social effects of the Cultural Revolution would be useful for an enquiry. The Source C tells us that the Party officials made 'hung a placard around [her] father's neck'. I know this to be true as those who were believed of subscribing to old ideas were humiliated like this for by being forced to wear dunce's caps in order to show their stupidity. More extremely, the Red Guards also 'beat [people] with iron bars' in order to get them to submit to the ideas that Mao highlighted in his 'Little Red Book' which was a figurative symbol for the Red Guards. The fact that her 'mother was beaten to death' also coincides with my knowledge as 1-2 million people died during the Cultural Revolution. The accuracy of the information suggests that it would be useful for an enquiry into the effects of CR. However, the source would not provide a historian with a well rounded view of the effects as it only highlights one of the many social effects and does not highlight the economic or political

ones. The fact that the interneter was American also makes me question its reliability as the US never supported the CCP as they were communists which suggests the interneter's purpose of the interneter may have been to discredit Mao. On balance, I believe it would be mainly useful to studying the social effects of the CR.

Source C would not be as useful to a historian studying the effects of the CR as it seems to ~~be~~ have a much more biased source and a purpose of propaganda. The source comes from the Beijing Review which was controlled by the CCP. The CCP would not have wanted to detail gong killings for fear of losing support of many of the peasants and would therefore highlight much more positive details such as 'hanging portraits of Chairman Mao' in order to create a tone of happiness and prosperity rather than emphasising the anarchy of the country during the Cultural Revolution, especially in 1967-8, when killings reached their high height. Source C does not present the negative economic, social and political effects and instead highlights the 'reading of treasured works' the purpose of which would have been to glorify Mao and provide fuel for the cult of Mao. The fact that Source C comes from a newspaper which would have had biased papers and doesn't portray the negative repercussions makes it less useful than B for studying the effects however it does give the historian an idea of what people thought and were allowed to say during the period.

Overall Source B is more useful than Source C for this enquiry.



In dealing with Source B this candidate has effectively used their knowledge of terror during the Cultural Revolution to support some of the descriptions in the source. Details in the source are analysed and a strong understanding of the provenance is linked to the content of the source. The approach to Source C is similar but the candidate does not deal as effectively with applying criteria to the magazine article for judging utility. However, this response still meets the criteria for Level 3.

Question 3 (b)

In this question candidates are expected to identify the main difference between the views presented in Interpretations 1 and 2. In this case the interpretations provided different views about the effects of the Cultural Revolution. In order to access Level 2 marks candidates are expected to provide some support from the given interpretations which many did in the form of well-chosen, short quotations.

It is important for candidates to remember that the focus of this question is to identify the differences between the views rather than identifying differences of surface detail as the latter can only be awarded marks in Level 1. However, most candidates were able to identify the differences of view and supported these statements with details from the interpretations for Level 2 marks.

It is important for candidates to gain a clear understanding of the different views presented in the interpretations in order to support their answers to 3(d) which are based around having a clear understanding of the different views being presented.

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

What is the main difference between these views?

Explain your answer, using details from both interpretations.

(4)

Inter Patation 1 believes that after the cultarly revoultion the ~~CCP was~~ faith in the CCP was completely destroyed whilst InterPatation 2 believes that ~~after~~ after the cultarly ~~revo~~ revoultion Mao ~~was~~ was at his strongest.



This response identifies a key difference between the interpretations but does not provide any support for the answer. This means that the answer is awarded marks in Level 1.



Use short quotes from both interpretations to support the difference being identified in the answer.

Interpretation one seems to argue that the Cultural Revolution made the CCP's popularity fall, because the "education of a whole generation" had been "lost" as schools were closed down and students became Red Guards. Interpretation 2 offers the alternative viewpoint that states that Mao benefitted from the revolution as his power became "unchallenged".



This response identifies a key difference of view and supports it with direct quotes from the interpretations so it is awarded full marks.

Question 3 (c)

There was a much stronger understanding of the demands of this question this year and many candidates were able to provide convincing explanations why the interpretations may differ. The majority of candidates gaining marks at Level 2 explained that the historians might have relied on different types of sources in forming their opinions and used Sources B and C to support this explanation. Other candidates were able to access Level 2 by clearly explaining how, for example, the authors had chosen to approach the effects of the Cultural Revolution from different perspectives. In order to gain marks at Level 2 it is also essential the explanation is substantiated effectively and this might be based on information taken from either the sources or the interpretations themselves depending on the approach taken.

In trying to give an explanation for a reason for difference between interpretations some candidates are still attempting to use the provenance of the interpretations to provide this explanation and this is unlikely to provide a valid basis for a response to this question. The full reasons for this are explained in the *Getting Started Guide* on pp 43-44. There is also some additional guidance in the 2019 Examiners' Report on p.25. As stated in *Getting Started*: 'Students should distinguish between their comments on contemporary sources and on these texts. Responses based on matters such as the origin or time of production of these secondary works are unlikely to be valid for this question.'

Some candidates attempted to speculate on the political views of the authors based on the titles of the secondary works and this approach did not provide a valid explanation for difference.

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

You may use Sources B and C to help explain your answer.

(4)

One reason interpretations 1 and 2 give different views is because they are based off different sources. Interpretation 1 could be based off source B since source B describes how much the people 'suffered' and how people were 'beaten to death'. Similarly the first ~~interpret~~ interpretation describes the 'generations lost' and 'One million killed.' The second interpretation could be based off source C since it describes Mao's 'unchallenged power'. ~~and how this~~ This could be based off source C since the source describes how people had 'total & loyalty' to Mao showing how no one had the support to rival him.



This response explains a reason for difference and it is substantiated effectively, in this case by using information from sources B and C.

Question 3 (d)

Examiners were very pleased to read many responses to this question which consisted of clear attempts to evaluate the different views presented in the two interpretations and that these answers were well-focused on the AO4 target for this question, namely the analysis and evaluation of interpretations. The overall quality of a response to this question is determined by reference to the three strands presented in the mark scheme:

- the quality of the judgement based on reasoning.
- the analysis of the provided material.
- the deployment of knowledge of the historical context to support the application of criteria.

Although some candidates produced responses which were solely based on the consideration of one interpretation, which limited the candidate's performance particularly on the second strand (analysis of the provided material), most candidates were able to establish some form of discussion based on the different views which they had established in 3(b).

Many candidates produced responses which considered the view presented in Interpretation 2 and then contrasted it with the view given in Interpretation 1 and this structure produced some good responses. Some candidates looked to compare the different views directly and used both interpretations throughout the response and this was often used to very good effect. At Level 4 candidates are expected to demonstrate precise analysis of the interpretations indicating how the differences of view are conveyed. Candidates who successfully met this element of the mark scheme could do so in a range of different ways but those candidates who examined the different points of emphasis in the two interpretations were often able to make a very convincing case; others were able to examine how the selection of information in the two interpretations influenced the views presented. There is additional guidance provided in *Getting Started* pp43, 45 and 47-9.

The selection of contextual knowledge to support the evaluation was often a strong aspect of candidates' responses with most candidates showing a good awareness of how to deploy their knowledge as well as being in possession of an appropriate level of detail. It was pleasing to note that there were very few responses which focused primarily on providing contextual knowledge for its own sake and that candidates showed an awareness of how to use their knowledge to help them decide on the validity of views selected from the interpretations. In addition, most candidates were able to provide full and structured responses with very few appearing to be rushed or running out of time.

It is expected that candidates will reach a judgement when answering this question and the strongest candidates developed their evaluation throughout the answer, creating a consistently argued evaluation. Less successful answers offered points to support the views expressed in Interpretation 2, then used Interpretation 1 to challenge those views, before reaching the view that Interpretation 2 was 'somewhat accurate' or saying that they 'partially agreed' with the view.

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

Explain your answer, using both interpretations and your knowledge of the historical context.

(16)

I agree with Interpretation 2 to a certain extent, this is because of the events and consequences of the Cultural Revolution. The use of Red Terror ~~up~~ from the ~~Grand~~ Red Guards ~~was~~ allowed Mao to strengthen his power. Liu and ~~the~~ Deng, two of Mao's most ~~per~~ powerful rivals were overthrown and destroyed. ~~These~~ Both were accused of promoting ^{counter-revolution} ~~cap and~~ ~~to~~ ~~ides~~ and following a 'capitalist road'. They were both publically forced to confess and sent to Laogai camps, where Liu was tortured to a ^{such} great extent where he died because of his untreated wounds. ~~These effects are~~ ~~clearly~~ clearly stated in Interpretation 2, ~~which~~ "his rivals within the Communist party had been purged."

~~As~~ Having said that, ~~however~~ I ^{also} disagree with Interpretation 2 to a large extent. One reason for this is due

to the Red Guards. ~~The~~ Initially the Red Guards were very obedient and followed Mao's instructions religiously. However, their roles and actions started to become ~~more~~ very chaotic and uncontrollable. ~~The~~ ^{Groups} ~~groups~~ of Red Guards began fights with other groups over land, they also began arguing and were very violent to peasants who requested to continue privatized farming and ~~they~~ finally, they began opposing ^{the} centralized government and idea of sole leadership. This goes against interpretation 2, "completely obedient to Mao" as the central government gave Mao control and this was opposing Mao's control.

In addition to this, I disagree with "younger members... were promoted". Due to the anarchy Mao instructed the Red guards to ~~dis~~ disband in ^{the summer of} 1956, but the Red Guards didn't listen. So he instructed the ~~the~~ PLA to forcefully disband ^{in September}. Interpretation 1

agrees with this, "out of control and the PLA stepped in to restore order". Lin Biao ~~was~~ ~~demobilised~~ demobilised the Red Guards. Therefore interpretation 1 ("completely obedient") was ~~was~~ inaccurate.

Overall as I partially agree ~~with~~ ~~the~~ with interpretation 2 due to it's inaccurate information on the role ~~and~~ ~~of~~ of the Red Guards and the consequences of their ~~ex~~ ~~as~~ chaotic ~~and~~ actions ~~with~~ which led to anarchy rather than being 'free from political repression'.



The response provides an explained evaluation of Interpretation 2 with some good analysis of the claims made in the interpretation and references to Interpretation 1. The line of reasoning is generally sustained and although contextual knowledge is used directly it is not always precisely selected. This response meets the criteria for Level 3.

I partly agree with interpretation 2 about the effects of the cultural revolution, however only to a certain extent this is because I know that it had various negative consequences, such as the Red Guards going out of control, industrial production falling and ~~that~~ how many had lost faith in Mao's policies and were defecting to 'old ways' such as private farming and more.

The Red Guards ~~were made out~~ consisted of university students that were highly encouraged to go against intellectuals - particularly university lecturers - and used harsh and perhaps even militant methods to humiliate them. ~~They were red clothes and had~~ those that were part of the Red Guard wore red clothes and ~~had~~ wore badges, which mimicked the PLA's militant uniform. This suggests that and shows to what extent that they were harsh and unfair. The Red Guards quickly became chaotic and couldn't be controlled, thus resulting in the PLA having to step in to restore order. This ~~shows~~ also shows how chaotic and unorganised the CCP were. As a result of ~~this~~, their methods it led to thousands of lecturers being publicly humiliated and forced to confess their 'wrongdoings' at struggle meetings. The Red Guards are a clear example of a negative consequence that the cultural revolution had on the people, ~~therefore~~; this shows how interpretation 1 is not as reliable or useful as it doesn't mention any of the negative consequences whatsoever.

Interpretation 1 outlines how the Cultural Revolution led to Mao's power being "unchallenged" once again, and it only focuses on the positive effects. I agree partly with Interpretation 1, this is because we know that although the negatives arguably outweighed the positives, there were in fact still some positive consequences. For example, the Cultural Revolution did somewhat help to consolidate Mao's power, as the Cultural Revolution was used as an excuse by him to "purge" his rivals within the CCP.

To conclude, although I agree with Interpretation 2 it is only to a certain extent because I know that from my own knowledge that there were extremely harsh ~~extreme~~ consequences of the Cultural Revolution, ~~which~~ which are ignored heavily in Interpretation



The response provides an explained evaluation of Interpretation 2 with some good analysis of the claims made in the interpretation and references to Interpretation 1. The line of reasoning is generally sustained and although contextual knowledge is used directly it is not always precisely selected. This response meets the criteria for Level 3.

While Interpretation 1 focusses on the losses caused by the Cultural Revolution — including the loss of life and education, Interpretation 2 places greater emphasis on the ~~growth~~ improvements ~~is~~ this created for Mao within the CCP. However, I mostly disagree with Interpretation 2 as although the Cultural Revolution did provide Mao with a greater influence than he had had in 1965, I do not believe that he now had ~~complete~~ obedience.

Interpretation 1 presents a strong argument that contradicts the impression Interpretation 2 gives that Mao gained extreme power following the Cultural Revolution. Interpretation 1 describes the faith that the Chinese people had ~~in~~ previously had ~~in~~ in the CCP as "absolute" but states that ~~after the~~ ~~CC~~ as a result of the Cultural Revolution, this ~~was~~ was "destroyed". ~~This~~ ~~supp~~ This idea that many Chinese people were horrified and faced extreme losses supports my own knowledge, as the Cultural Revolution caused severe effects for people across China. Many were killed and millions more faced imprisonment in Laogai camps; were publically humiliated through self-confession; and were attacked in the streets for ~~being considered~~ to not supporting Mao. Interpretation 1 reiterates this argument as while Interpretation 2 predominantly focusses on the political effects perceived within the government, Interpretation 1 considers a variety of social and economic ^{consequences} ~~effects~~ of the Cultural Revolution and how these influenced the views of many in Chinese society. ~~In~~ ~~This~~ By emphasising the extent of the disruption and ~~is~~ suffering

that the Cultural Revolution introduced to the lives of the Chinese people - such as the consequences on education and the loss of industry - Interpretation 1 suggests that the Cultural Revolution decreased the support the government gained from the people.

On the other hand, a less convincing argument is that Interpretation 2 is more accurate as it provides clear examples of the ways in which Mao's authority was improved as a result of the Cultural Revolution. For example, Interpretation 2 ~~states~~ states that "A new constitution made Mao Zedong Thought the official ideology", suggesting that Mao's teachings now ~~has~~ had a wider influence over China. This supports my own knowledge to some extent as the Cultural Revolution did allow Mao to remove many who did not support his ideas from the CCP to ensure that he had greater power within the Party. During the Cultural Revolution, Liu Shaoqi was arrested for not ~~supp~~ supporting Mao's teachings and eventually died in prison in 1969. This followed Liu's introduction of pragmatic policies following the Great Leap Forward, which Mao had not ~~support~~ supported. However, while Mao did gain greater power within the CCP as many of his rivals had been removed, Interpretation 2 does not fully consider how the social and economic impacts of the Cultural Revolution may have weakened Mao's power. Due to the heavy losses they suffered, many of the people in China may have stopped supporting his teachings, even if Mao had greater power now in the government.

In conclusion, I would mostly disagree with Interpretation 2 on the effects of the Cultural Revolution as while Mao may have gained some

power within the CCP, he also lost support from many Chinese citizens, and Interpretation 2 does not consider this or other social effects.



This response meets all the required strands of Level 4. The alternative views are clear. Precise analysis of the interpretations is shown and indications are given of how the writers have conveyed their information by analysing the different points of emphasis. There is precisely selected knowledge used to support the evaluation and the line of reasoning is coherent. A clear judgement is also provided.

Paper Summary

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

- In question 3(a) focus on using the provenance and also contextual knowledge to evaluate the usefulness of 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, date, the author or the type of publication.
- In question 3(d) candidates must review the alternative views in both interpretations as well as using specific contextual 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 3(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>

