



Examiners' Report

June 2025

GCSE History 1HI0 32

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June 2025

Publications Code 1HI0_32_2506_ER

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Introduction

Examiners felt that most students seemed to find the paper accessible as there were few blank answers. Students also seemed confident in tackling the various question styles, including the new format of question 2, which offered a choice of topics.

Questions on this paper cover all the Assessment Objectives but over half of the available marks are for question 3, which focuses on sources and interpretations. These questions form a coherent package leading to a final question in which students, having explored the utility of the provided sources, analysed the different views presented in the interpretations and the reasons for those differences, are were then invited to judge the extent to which they agree with Interpretation 2.

It is important that students appreciate the difference between sources and interpretations, and the focus of the different parts of question 3. There are still a number of students who do not understand the difference between question 3(b) and question 3(c). In question 3b, students should identify the difference between the views offered in the two interpretations and support this with details from each interpretation. Most students found this straightforward and many scored the full 4 marks. However, when they are asked about a reason for the different views in question 3(c), students should remember that the authors have constructed these interpretations and chosen to present them in this specific way. The most common explanation for the difference was that the authors had chosen to place weight on different sources but it is important to support this with details from the interpretations and the sources in order to meet the mark scheme requirement that 'An explanation of a reason for difference is given, **analysing the interpretations**. The explanation is **substantiated effectively**'. This support does not need to be detailed but many answers included only quotations from, or references to, the sources or the interpretations but not both. It should also be noted that 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; the date of publication is not significant unless it is assumed that everyone writing in a specific year shared the same view.

The focus of question 3(d) is on the interpretations and students who provide their own view of the issue in the question are unlikely to access the higher levels of the mark scheme. Similarly, every level of the mark scheme above Level 1 refers to 'interpretations'. There is no expectation that both interpretations are dealt with in equal depth, but both should be examined explicitly. Answers which only analyse one interpretation can score above Level 1 if they perform well in other strands of the mark scheme but are unlikely to achieve a high mark.

The use of contextual knowledge is an important element in this evaluation, but it must be precisely selected to support the evaluation of the interpretations and not just used to display knowledge. Students should be reminded that the content from the sources may also be used to provide contextual knowledge for the interpretations.

By question 3(d), students will have thought about the difference between the interpretations and will have recognised that both these alternative interpretations can be valid. A feature of strong answers in 3(d) is to show an understanding of how the authors have conveyed their different views. This could be through their use of language, the tone of their writing, their choice of details to include or omit, their decision of how to present their material, and their choice of

emphasis. Answers just need to show an understanding that the author has chosen what language to use or what to emphasise; they do not need to judge how effective this is. This element of their argument is even more effective if it is integrated into the answer rather than left as a stand-alone comment. Incorporating this understanding can be seen in comments such as: 'the author presents this as a positive aspect', 'the interpretation focuses on ... and omits ...', 'the language is very critical' or 'only including this at the end plays down its significance'.

A full range of responses suggests this paper was accessible to students of all ability and full answers were generally provided, showing that timing wasn't generally an issue on this paper.

The answer spaces provided are intended to be sufficient for the question to be answered in full and although some students did write on extra sheets, they were not always as successful as those who produced more concise answers. Where additional space is needed, it is important that students clearly state the answer is continued elsewhere and that this is done on paper, and not in the answer space for another question.

GCSE History specification and assessment changes

This note is a reminder that minor changes are being made to the Pearson Edexcel GCSE History specification content and assessment model: assessment and language changes apply from the June 2025 exam series onwards, and content changes from the June 2026 exam series onwards.

We strongly recommend, if you haven't already, that you familiarise yourself with these changes in time for the start of the new academic year in September 2024. Some options are affected more than others, but all options are affected by the assessment changes.

Below is a link to the summary guidance document, which will help you to find all the specific information and guidance available to help you take on board these changes:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/Teaching-and-learning-materials/gcse-history-changes-for-2025-and-2026-summary-guidance.pdf>

If you have any queries, please contact Mark Battye, our History subject advisor, at TeachingHistory@pearson.com.

Question 1

This question requires students to make two inferences from a source and it is sometimes regarded as an 'easy' question. However, students need to be sure that the inferences they make from the source are not based on their own knowledge as this question assesses AO3 (analyse, evaluate and use sources) and no marks are available for AO1 (knowledge and understanding). Students also need to ensure that the inferences they make relate to the enquiry in the question; in this case, the enquiry was about women's position in society. The most common inferences were that women had gained financial independence, were doing the same work as men or that they were still regarded as inferior by many older men. Students should recognise that details from the source can only be rewarded if they are provided as support for an inference; marks cannot be awarded if the detail from the source does not support the inference in the answer. No marks are available for students who provided basic paraphrases, description, or comprehension of the source.

- 1 Give **two** things you can infer from Source A about the status of women in China under Mao.

Complete the table below to explain your answer.

(i) What I can infer:

Women were given more rights under Mao and opportunities under Mao.

Details in the source that tell me this:

"Now they also work in the fields and can earn their own money"

(ii) What I can infer:

Although Mao gave women more rights, men were still the head of the family and controlled their wives.

Details in the source that tell me this:

"In these village families men decide everything"



Two valid inferences are made here - that women have gained more rights and that men decided everything in the family. Each inference is supported by details from the source. This answer makes a link between the two inferences by saying 'Although Mao gave women more rights ...'. This is not expected and does not affect the mark given.



Each inference must be supported by a detail from the source but the support does not need to be a quotation.

- 1 Give **two** things you can infer from Source A about the status of women in China under Mao.

Complete the table below to explain your answer.

(i) What I can infer:

^{females}
~~women~~ were treated poorly during the ~~the~~ and were seen as ^{useless} ~~nothing~~ before the rule of the CCP

Details in the source that tell me this:

'we are only women'. 'we are not allowed to say anything'. 'women are nothing'

(ii) What I can infer:

males believed they ~~were~~ were more authoritative than females and that females were forced to follow males.

Details in the source that tell me this:

'women know nothing', 'what is a woman worth?', 'women are worth nothing!'



The first answer is about the position of women before Mao came to power and therefore is not a valid inference. The second inference about men's attitudes has been accepted as valid as the source makes it clear this attitude continued under Mao; it scored 2 marks.



Check the question to make sure the inferences you choose are relevant to the question.

Question 2(a)

This year, for the first time, candidates had a choice in question 2. Question 2a, about why Mao introduced the second Five Year Plan, and question 2b, about why Mao introduced the Cultural Revolution, seemed equally popular.

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 are available to reward such evaluation, however strongly argued. Instead, the most successful students showed a consistent analytical focus throughout their answers and a pleasing number of students were able to access Level 4 by doing so.

The stimulus points in the question will often be useful reminders to students of specific areas of content about which they can write. Students do not need to use these stimulus points but there is an expectation that there will be some breadth of knowledge at the higher levels, shown by three discrete aspects of content being covered, although this does not mean students need to identify three different causes or events.

In both options, a number of answers remained at Level 3, despite excellent knowledge, because they missed the focus of the question. Such answers to question 2a described the achievements of the First and Second Five Year Plans without explaining how this related to Mao's motives for introducing the Second Five Year Plan. In question 2b, the tendency was to describe the Cultural Revolution rather than focusing on reasons why Mao introduced it.

Strong answers to 2a covered the successes of the First Five Year Plan and Mao's hope to repeat that success in both agriculture and industry, his changing relationship with the USSR and his desire to become the leading communist country, and his belief that mobilising the peasants would enable both these aims.

In question 2b, strong answers explained the context of Mao's loss of power after the famine, his power struggle with Liu and Deng, his frustration that they were reversing his policies and his fear that China was losing its revolutionary ethos and adopting capitalist ideas.

Many students had excellent knowledge about this period and examiners commented on the number of impressive answers. However, students should realise that any information in the sources and the interpretations for Question 3 is unlikely to be relevant in another question and furthermore, any attempt to use such details in this question is likely to mean that these sections of the answer cannot be rewarded and the answer as a whole then lacks coherence.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 2(a) ☒ Question 2(b) ☐

One reason that Mao introduced the second five year plan was because of the first five year plan. In the early 1950s, Mao had been inspired by the Soviet Union's use of five year plans and success with industrialisation. Mao wanted China to also industrialise for a multitude of reasons such as the belief in Marxism that a country had to be industrial to be communist, as well as fear of invasion following the Korean war. The first five year plan had been very successful: 6000km of railway ^{was} ~~were~~ built, 4 million people had moved to urban areas, and heavy industry had surged in production. However, Mao realised that this growth in industry had caused imbalance within the economy because agricultural production had not been increased at the same rapid ^{speed} ~~rate~~. This caused Mao to introduce the second five year plan ^{in 1958} because he wanted to grow agriculture and industry together; we can see this in the use of backyard steel furnaces on communes.

Another reason for Mao introducing the second five year plan was Mao's mistrust of experts. Mao firmly believed in mass mobilisation and 'peasant power', so he viewed experts and intellectuals as capitalist. During the first five year plan, Mao had needed the support of experts when managing factories and constructing various infrastructure in order to efficiently and successfully industrialise China; China had even been sent 11,000 Soviet technicians to support and educate the Chinese people. However Mao began to feel concern that some people were becoming wealthier than others and that the CCP was forgetting about peasants which directly went against Maoism. In order to combat this, Mao introduced the second five year plan to prove peasants alone could transform China into an industrial and global communist power without experts.

Another reason that Mao introduced the second five year plan, was growing competition and disagreements with the USSR. As previously mentioned, the Soviet Union had provided

support for china in the first five year plan. china and the USSR had signed a 'treaty of friendship' in which the USSR had committed to loaning \$300 million, sending experts and just generally aiding chinese industrialisation. However the loans had large sums of interest and the experts had to be payed expensively. On top of this, mao had actually began to object to the USSR's more centralised way of industry and wanted to return to more traditional chinese ways. Because of this, mao introduced the second five year plan to re-introduce smaller factories and industry run by workers. mao wanted to establish a distinct chinese way of industry.



The answer shows how Mao wanted to build on the First Five Year Plan and to create growth in industry and agriculture. It then went on to discuss Mao's ideology and his relationship with the USSR. All these points are explained and supported with details. Both analysis and knowledge are Level 4 and this answer received the full 12 marks.



Make sure each point is explained (not just stated) and try to include precise details to support each point of analysis.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 2(a) ☒ Question 2(b) ☒

Mao Zedong introduced the first five year plan for many reasons such as less reliance on other countries, a stronger communist ~~ee~~ economy and to become a more urban/industrial country as oppose to an agricultural country which industry had left in the past. Mao did this through increasing steel and coal production ~~ex~~ whilst also maintaining a huge agricultural output. By the end of the first 5 year plan steel output was up as well as coal and grain.

However Mao had seen in the following years that China was still behind many other countries and ~~was still~~ China was still not an economic superpower. ~~there~~ This led to the second five year plan nick named "the great leap forward". This aimed to make China an economic superpower through huge increases in steel production. This introduced Communes set up in rural and sometimes urban areas which consisted of large groups of families working together in a village.

format. Whilst many were still working agriculturally ~~lots~~ lots were ~~set~~ sent to set up and work on backyard furnaces to create steel which turned out to be useless.

~~Another reason for the great leap forward~~
~~was~~

Overall there were many contributing reasons for the ~~great~~ great leap forward but the outcome of ~~the great~~ it was mostly negative and it weakened china with many deaths.

TOTAL FOR SECTION A = 16 MARKS



15



The answer starts by explaining the reasons for the First Five Year Plan. This provides the context for the next part of the answer, which explains Mao's aim to make China an economic superpower. This is a good point to make but the details are mainly about iron and steel production so this point is not fully developed or supported. It was placed at the lower end of Level 3 and gained 7 marks.



Make sure each point is explained (not just stated) and try to include precise details to support each point of analysis.

Question 2(b)

See below.

Chosen question number: Question 2(a) ☐ Question 2(b) ☒

The Cultural Revolution was Mao's final attempt at modernising china. He initiated it after the somewhat successful but generally unsuccessful Great Leap Forward, which was his second attempt at ~~the~~ boosting agriculture and industrializing china.

One reason Mao introduced the Cultural Revolution was his legacy. Mao was a man who was very self-conscious about how he would be remembered in the history books. He of course wanted to follow in his heroes footsteps, those of Karl Marx and Josef Stalin, ~~however he~~ ~~those~~ great and powerful communist thinkers and leaders. However he thought that after the many deaths and famine caused by the great leap ~~for~~ forward, he would be remembered as the evil tyrant of china. This sparked his idea start a Cultural Revolution ~~the~~ to reserve his name in the hall of fame of leaders.

Another reason Mao introduced the Cultural Revolution was ~~the constant power struggle between~~ his beliefs on what Liu and Deng were doing with China. He saw how they were changing it to be less communist and ease up on many of Mao's laws. This infuriated Mao, as his descendants were now breaking down and tearing apart what he worked so hard to achieve.

This led to Mao's famous swim ~~across~~ across the Yangtze River, a stunt designed to give people the realization that Mao was still fit to be a leader and to rule as he did once more.

Lastly, Mao introduced the Cultural Revolution because of how he felt on China's customs. He felt that China had become too old fashioned and that they needed to fit in with the ever changing times. He did this by introducing the Four Olds campaign. It was a campaign dedicated to abolishing the "Four Olds", these being old customs, old traditions, old thinking, and old ideas. He used students that followed his Maoist thinking called the

Red guards to help achieve this. ~~that~~
~~to achieve~~



The answer explains Mao's concerns about his image and legacy, his anger that Liu and Deng were undoing his work and his feeling that the 'Four Olds' had to be attacked for China to keep up with the changing world. The analysis is clear and supported by relevant details, so this is a Level 4 answer and gained 12 marks.



Make sure you provide relevant detail to support your analysis.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 2(a) ☒ Question 2(b) ☒

Mao introduced the cultural revolution hoping to remove all old Chinese capitalist views and replace them with new socialist views.

One reason that Mao created the cultural revolution is because he believed that his socialist ideas were more significant and therefore better than the old capitalist views in China. One of the ways in which Mao chose to do this was through the use of 'propaganda posters'. This allowed him to spread the socialist views faster and get more people on board with his plan. He believed that his new 'socialist ways' would be better for everyone, but mostly himself.

Another reason why Mao created the cultural revolution was because he thought that it would result in him gaining power, that he would be more powerful than anyone else. This is why he mobilised young people and

called them the 'red guards'. These young people would go around carrying the 'little red book', which overall painted Mao out to be extremely inspirational and someone you should follow. This resulted in Mao gaining lots of popularity, which helped to promote his 'new and improved' Socialist views.

Finally, a third reason why Mao created the cultural revolution is to overpower Liu. Mao and Liu had their differences in what they believed in, therefore Mao believed that by him gaining popularity and overall becoming more 'liked' than Liu, it would make him 'better' than Liu. Mao wanted to be better than everyone else.

In conclusion, Mao created the cultural revolution for him to gain popularity and so his views were above everyone else's, especially Liu's.



7



The answer starts with valid points about Mao's motives but then it becomes a description of how he used propaganda to spread his ideas and his use of the Red Guards. The final point about his political rivalry with Liu has little supporting detail. This answer reaches Level 3 and was awarded 8 marks.



Remember to think about the focus of the question - this question asks why the Cultural Revolution happened and so the answer must focus on giving reasons rather than describing what happened.

Question 3(a)

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 question 3(a) students are expected to evaluate the usefulness of the content of the sources, 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 this case the impact of the 'antis' movements. These strands in the mark scheme are linked and should be dealt with together, rather than in isolation.

Answers suggested that students found the sources accessible and were confident in showing that the content of the sources was relevant for the enquiry and therefore useful. The best answers were explicit about how the information could be used by the historian, each source showing a different aspect of the 'antis' movements.

Students should read the attribution of the sources carefully. Many students use the acronym NOP (Nature, Origin, Purpose) when discussing provenance but it should be remembered that they only need to discuss one of these aspects and they should think carefully about which is the most relevant. For example, many answers about Source C stated it was biased because it came from an American magazine, without explaining what in the source suggested that bias. A number of answers suggested that the photograph (Source C) might be staged without linking this to comments about its purpose or origin. Good answers could make points about the significance of the provenance for the usefulness of the content, or use own knowledge to discuss the provenance.

When considering provenance, students should try to avoid generic comments about a source being biased (with no explanation of how that bias could be detected or why it occurred) or about the source being reliable because it came from the time under investigation. Such comments could be made without any reference to the individual source and therefore remained at Level 1. Many sources are dismissed on the basis of such comments and similarly, photographs are commonly assessed as being limited because they are 'only a snapshot of one moment'. While this is true, it does not mean that the image is unreliable or of no value. In a strong answer, this sort of comment could be developed with a discussion of its purpose, or contextual knowledge could be used to assess whether the image shows a typical situation. It should also be recognised that unreliable sources can be very useful, for example CCP propaganda provided an insight into the messages that the government wanted to project.

Unfortunately, some very good answers could not access the higher marks because they did not include contextual knowledge. Contextual knowledge is mentioned at every level of the mark scheme and failure to include it limited a number of otherwise good answers. Students should recognise that it is not enough to repeat a detail from the source and assert that this can be confirmed from the student's own knowledge or to give generalised comments such as 'I know that many businessmen were humiliated in public' – some additional detail is needed as a demonstration of that own knowledge.

Yet additional information should not be added as a stand-alone point. Contextual knowledge should be relevant to the enquiry and used to assess the source, for example to confirm or

challenge something mentioned in the source, to add weight to an aspect of the provenance, to place the source in a broader context, or to assess whether the source gave an accurate view or showed a typical situation. Examiners felt that more students than previously made an effort to include contextual knowledge but that it was not always used in the evaluation of the source.

This question is the one where additional paper was used most often. However, it was relatively rare for the additional section of the answer to change the mark earned in the answer space. Many lengthy answers make a number of points about content and/or provenance but students should realise that an answer consisting of several points about content will remain at Level 2, while an answer making one point about content, one about provenance and using contextual knowledge, has the potential to reach Level 3. Some answers used a checklist approach, offering brief comments about content, provenance and contextual knowledge but not linking them into an overall evaluation of the source, considering the effect of an aspect of the provenance on the usefulness of the source content, and integrating contextual knowledge in the process of reaching a judgement.

Sources should not be dismissed because they do not cover every detail that might be helpful in an investigation and the focus should be on assessing the usefulness of what is in the source rather than listing details which are not mentioned. It can be valid to note the limitations of a source if this leads to a distorted impression or if the limitations are linked to a consideration of the provenance, for example, whether the limitation is the result of the author's lack of knowledge or a deliberate omission. However, these points need to be used in an overall evaluation of the usefulness of the source. An answer which focuses on 'missing' information without weighing the positive aspects of the source, is unlikely to score highly.

Good answers made clear the criteria being used to assess the usefulness of the sources for the enquiry, weighing the insight provided by the content in the light of the provenance and the student's own knowledge. Various criteria could be used, for example accuracy of detail, reliability, the relevance of the source, the way it could be used by the historian, and how representative the source is.

There is no requirement to compare the sources or to use them in combination and no marks are available for this. Students who focused on comparisons between the sources often failed to develop their judgement on each source properly.

Very few answers only considered one source but it should be noted that every level of the mark scheme refers to 'sources' and therefore answers which do not consider both sources cannot access high marks. There are also no marks for students' own views of the impact of the 'antis' movement,

3 (a) Study Sources B and C.

How useful are Sources B and C for an enquiry into the main impact of the 'antis' movements (1951-52)?

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

(8)

Source B is useful for enquiring the 'antis' movements' main impact because it demonstrates the removal of capitalist elements in the Chinese economy; they ^{were} placing private businesses under the control of the state by 'the confiscation of property' that were considered as counter-revolutionary. Therefore, this source is useful, because it is an article written for an American news magazine, which suggests that this is an unbiased point of view of the ~~the~~ ^{the} economic impact of the 'antis' campaigns. Amplifying its utility, this source was also written ~~when~~ ^{during} the campaigns. Consequently, this source is indeed useful, because it emphasises that the 'Sanfan' movement of 1951 eradicated corruption, waste and bureaucracy, by which Mao believed that they ~~don't~~ ^{didn't} follow communist principles, hence why equality in the government ^{was} ~~is~~ necessary. Thus, this stabilised China's economy, because Mao didn't have to worry about the power imbalance between the CCP and the counter-revolutionaries. Therefore, this ^{certainly} source is useful for delving into the economic impact of the 'antis' movements. However, a limitation of this is that it doesn't show the ^{counter-revolutionaries'} ~~impact on~~ reaction.

Meanwhile, Source B is useful for enquiring the 'antis' movements'

main impact, because it demonstrates a counter-revolutionary being ^{publicly} executed by the PLA. Moreover, the source being a real photograph ~~of~~ behind the scenes of the movements increases its utility, because the fact that it is official suggests that the CCP use terror to ~~fe~~ impose fear on the peasants and force them to consider the consequences if they follow the path of the counter-revolutionaries. However, a limitation of this source is the ambiguity behind the role of the counter-revolutionary and the crimes they have committed. Furthermore, this source is useful for suggesting that Mao used the 'antis' movements as terror in order to consolidate his power within the CCP and the PRC.



The answer shows the usefulness of the content of the sources but also takes into account their provenance and uses contextual knowledge in the evaluation. It covers all 3 strands of the mark scheme for each source and therefore it received the full 8 marks.



Think carefully about which aspect of the provenance is significant - the source's nature, origin or purpose. You do not have to cover all of them but you should show the effect on the content of whichever is most relevant. For example, is it a private letter or diary, or is it intended to be published, does a photograph help you to understand the scale of an event, is the date when was it produced significant or does the author have good knowledge of the situation, who is it intended for and what effect is it intended to have?

3 (a) Study Sources B and C.

How useful are Sources B and C for an enquiry into the main impact of the 'antis' movements (1951–52)?

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

(8)

Sources B and C are very useful for an enquiry into the main impact of the 'antis' movements.

Source B highlights the economic and societal impacts of the 'antis' movement. Source B tells us that the CCP's control over private businesses has increased due to the communist ideologies that Mao had. The source also ~~says~~ says that citizens have access to goods at lower prices thanks to the CCP. These two impacts show that the 'antis' movement was a ~~great~~ success and ~~that~~ that the nationalisation of capitalism in China was working due to Mao and the CCP's influence. Source B also tells us that as well as benefiting the people of China it has also benefited the state by providing it with additional money through the collection of fines and

confiscation of ~~many~~ property which benefits China's economy.

Source C gives us visual proof of the societal impact of the 'anti's' movement. The image shows a man being put on a public trial for violating rules enforced by the 'anti's' movement. The image shows CCP officials escorting a man in front of a large group of people, this was more than likely a tactic to strike fear into the Chinese citizens and urge them to follow the rules and regulations put in place by the 'anti's' movement, the man being used as an example to demonstrate the consequences of breaking the law is most likely going to end up serving a long prison sentence or ~~was~~ worse. Source C gives a visual representation of what happens to citizens ~~at~~ who disobey Mao or ignore his rules, Source C is a good enquiry into the impact of the 'anti's' movement however if there was more information as to what he did or what rule he broke it would make the source an even better enquiry as it would help us understand the severity of citizens disobeying Mao and the CCP.



The answer discusses the content of each source but does not consider its provenance or include any contextual knowledge. It is a mid-Level 2 answer and received 4 marks.



The mark scheme includes contextual knowledge at every level and failure to include contextual knowledge means that an answer cannot move beyond mid-Level 2.

Question 3(b)c

Question 3(b)

In this question, students are asked to identify a difference in the overall views being offered in the interpretations. These do not necessarily contradict each other but they do provide alternative views. The answers should identify the key difference rather than minor differences in detail but should also provide support from each interpretation to demonstrate that difference.

Many answers recognised that the two interpretations offered different views about the 'antis' movement and could select detail from the two interpretations to support the explanation of that difference. Answers identified a focus on the positive benefits for the CCP and the negative impact on individuals, or the political/economic aspects and the social aspects of the 'antis' movement. Some answers also suggested that the difference in the interpretations depended on whether they were about the Three 'Antis' in 1951 (sanfan) which targeted corruption in government officials, or Five 'Antis' in 1952 (Wufan) which targeted wealthy businessmen and capitalists.

However, some answers simply selected details from the interpretations or described the views of each interpretation in turn, without explaining how this demonstrated the difference in the overall views. Similarly, responses which asserted differences without support, stayed in level 1.

Level 2 was achieved when the students indicated a clear difference of view and supported it with detail from the extracts. It was pleasing to see that many students were able to score full marks.

Question 3(c)

It is important that students recognise the relationship between questions 3(b) and 3(c). Having identified that the two interpretations offer different views, students are asked to suggest a reason why the authors have offered different interpretations about the focus of the enquiry. They should be able to support their answer with reference to the interpretations but they should also make sure that their answer to 3(c) does not simply repeat their answer to 3(b). The best answers have a clear understanding that the interpretations are the result of decisions made by the authors.

Examiners commented that students have become more confident in answering this question, particularly those who understand that historians use sources as the building blocks to form views and interpretations. Where answers suggested that when carrying out research, the authors had placed weight on different sources, students could score the full 4 marks by linking details in the interpretations with details in Sources B and C. However, this should be explained with details from both the interpretations and the sources rather than simply stating that 'the author of Interpretation 1 might have used Source B' or 'interpretation 2 and Source C both give negative views'. They should also try to avoid statements such as 'Interpretation 2 supports Source C' as this suggests they have not understood the relationship between the sources and the interpretations. The question is about the interpretations as the end-product of the research process and Level 2 of the mark scheme refers to answers analysing the interpretations and substantiating their explanation.

Alternative explanations also recognise that the historian's approach may affect his research and

conclusions, for example, whether an historian focuses on the CCP or society in general. Here again, the explanation needs to be supported by the use of the interpretations and an explanation of why the different focus of the authors led to different views, and details from the Interpretations must be used to exemplify the different approaches of the authors of the interpretations.

Speculation that the difference between the interpretations is a result of their provenance, for example the date that the interpretations were produced, is not valid as it cannot be supported with explicit details. 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.'

While it is very pleasing to note that fewer students than previously, tried to provide an explanation of the difference on the basis of such factors as the titles of the books, their origin or date of production, there was still a small number of students who gained no marks on this question as they merely repeated what had been said in question 3b, asserted that the authors were biased (sometimes suggesting one author was a communist) or made statements that did not explain why authors might reach different conclusions.

Some students are still not clear about the different focus of questions 3(b) and 3(c) and find they have pre-empted question 3(c). These students need to repeat their answer in the question 3(c) answer space and write a fresh answer to question 3(b) on separate paper.

The 1st interpretation one describes the anti's movement as a success. This is because it provides money to the state. However in interpretation 2 It shows a man been arrested, this can bring fear to others and make them more vulnerable targets by the anti's movement. The main difference between is that interpretation one describes this movement of the anti's as unfair and unjust whereas interpretation 2 describes this movement as fair and to be doing justice.



The student wrote an answer based on the sources, which sometimes happens. However, the student realised the mistake and replaced it with a valid answer about the difference between the interpretations - but did not give supporting details, so it remained in Level 1 and gained 2 marks.



make sure you are writing about the interpretations and not the sources.

The main difference between the two views is that interpretation 1 portrays the ~~Victims~~ perspective of the 'Victims of the 'Cultural' Campaign' whereas interpretation two portrays the CCP's expansion of power, and control of the Chinese economy. Interpretation one talks about the deaths, ~~and~~ corruption and accusations towards the people highlighting the faults of the CCP and the fear they created. In contrast to interpretation 2 where they only criticised the achievements of the CCP and the increase in party members, completely disregarding the deaths they caused ~~to~~ and fear struck ~~to~~ achieve that following.



The answer identifies the difference between the interpretations very clearly, giving specific details to support the answer. It scored 4 marks.



A good approach is to identify the difference in the overall view and then provides details from each interpretation to support that answer.

They used 2 different sources. Interpretation 1 ~~takes~~ talks about public humiliation saying "Many important people were... dragged to public meeting, where they were ~~accused~~ accused". However, This supports source C which ~~also~~ shows a man being dragged off a stage in front of a crowd. ~~How~~ However, Source B talks about the growing power of the CCP, saying it "gain control of the Chinese economy". This is supported by Source B B which ~~shows~~ talks about how the CCP abused its power for its own financial gain "placing private businesses under the control of the state additional money through the collection of fines".



The answer starts with the comment that the authors used different sources and goes on to show how the author of Interpretation 1 might have used Source C, and the author of Interpretation 2 (called Source B here but the meaning is clear) might have used Source C. This answer scored the full 4 marks.



Remember to show how the sources fit the interpretations; don't just say that they match, use quotations or clear references to details from both the Interpretations and the sources.

Interpretation 1 had different views on the
Anti's movement than Interpretation 2 because
it was by a history Website. This means it
focuses on the negative impacts and the suffering
that it led to. Whereas, Interpretation 2 was
published in 2004 by Stephanie Chung, ~~mean~~
~~meaning~~ and focuses on the power the CCP
gained. These views are more likely due to
~~the~~ ~~with~~ Stephanie wanting to show the
other aspects of the Anti's movement and how there
was more to it than people suffering.



The answer starts by looking at the author and date of the interpretations and identifies that they are looking at different aspects of the 'antis' movement. It then suggests that the author of Interpretation 2 was trying to show other aspects of the 'antis' movement. 1 mark was awarded for the idea that the authors' purposes influenced the approach they used but this was not developed or supported from the interpretations.



The difference between the interpretations is unlikely to be a result of the nature and date of the interpretations unless everything from a website, or everything written in a specific year, has the same view.

Question 3(d)

Question 3(d) carries the highest number of marks on the paper. There seemed to be fewer blank answers than previously, which is particularly important as marks for Spelling, Punctuation and Grammar cannot be awarded if this answer is left blank.

Successful students will have already seen how the views in the interpretations are different, thought about 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 Interpretation 2. The strongest answers to 3(d), therefore, focused clearly on the interpretations themselves, reviewing the alternative views and coming to a substantiated judgement. Students need to recognise that they are not being asked to treat the interpretation as a source and evaluate its reliability or usefulness but to explain whether they think the historian has offered a convincing view.

A number of answers were trapped at the lower levels of the mark scheme because they saw this as a straightforward essay question on the impact of the 'Antis' movement. Although their comments were clearly inspired by the arguments in the interpretations, candidates offered their own views, with little or no reference to the interpretations, often prefacing their comments with phrases such as 'Some historians may think ...however, some people may disagree'. Some students also considered a third factor, apparently treating this as a Paper 1 or B Paper 16-mark question. This approach misses the focus of the question, which is about making a judgement on the view offered in Interpretation 2.

While the use of contextual knowledge is an important element in every level of the mark scheme, it must be precisely selected and linked to the evaluation of the interpretation rather than being offered as an answer to the enquiry question. Many lengthy answers included extensive sections of additional knowledge about the situation in China but lost the focus on the interpretations. In contrast, a number of successful answers were relatively concise, integrating brief details from contextual knowledge into an evaluation of the interpretations, for example referring to Mao's ideology, struggle meetings, and policies on women. At the same time, 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.

At all levels of the mark scheme, answers are expected to analyse both interpretations and discuss the difference in the views being offered, so answers should be explicit in their references to the Interpretations rather than presenting this as their own knowledge. In a number of cases, details from an interpretation were presented as independent confirmation that the interpretation is accurate. The analysis of the interpretations was most successful if quotations or explicit references were included at various points rather than simply being used as an introduction or conclusion to a section. As stated above, the interpretations do not need to be dealt with in equal depth but both should be examined explicitly. Students often successfully used details from Interpretation 1 to counter the view in Interpretation 2. When answers focused exclusively on the view provided in interpretation 2 and used this as a basis for an essay based on their own knowledge, they were less successful.

There is no expectation of a specific structure to answers but it may be helpful to remember that the question asks how convincing Interpretation 2 is, not which interpretation the student finds

most convincing. It is expected that students will reach a judgement when answering this question and the strongest students developed their evaluation throughout the answer, creating a consistently argued response. Less successful answers offered points to support the views expressed in interpretation 2, then used interpretation 1 and contextual knowledge to offer a different view, before reaching the judgement that interpretation 2 was 'somewhat accurate' or saying that they 'partially' agreed with the view in Interpretation 2. In these answers, there was little sense of evaluation, simply an explanation of the different views, with the acknowledgement that each had some valid points.

The strongest answers to question 3(d), therefore, focused clearly on the interpretations themselves, integrating evaluation while reviewing the alternative views and coming to a substantiated judgement. A number of answers explained that both interpretations could be true, for example saying that struggle meetings and the use of terror helped the CCP to increase its control. This approach was built on a consistent line of argument throughout the answer and an explanation of the criteria being used, which is different from an answer saying the interpretation is 'somewhat accurate'.

Examiners reported some impressive answers to 3(d) and many students were able to engage confidently with the interpretations, taking a range of approaches. The focus in these answers remained on the interpretations and students who examined precise details from the interpretations and then used their own knowledge to support these points were more likely to gain the higher levels than those who focused on the enquiry and included extensive sections of contextual knowledge.

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 students, therefore, were able to display evidence of a clear understanding of all three strands:

- The analysis of the provided interpretations
- The deployment of contextual knowledge to support the application of criteria
- The quality of the judgement based on reasoning and the evidence presented.

It was also pleasing to see there seemed to be an increased awareness that the difference in the views in the interpretations can be conveyed through selection/omission of detail, or emphasis as well as language and tone.

(d) How far do you agree with Interpretation 2 about the main impact of the 'antis' movements (1951-52)?

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

(16)

I considerably agree with Interpretation about the main impact of the antis movements of Sangar and Wusan from 1951 to 1952 in that there were crucial economic and political impacts of the campaigns that increased CCP control. However, I would overall agree with Interpretation 1 more as the social, personal impacts of the movements cannot be understated.

In Interpretation 2, a ~~convincing~~ ^{political} convincing argument of the importance of the ~~social~~ and economic impacts of the movements is shown, as seen when they say "the CCP increased its control over China's" and "power" over the "Chinese economy". As the campaigns ~~so~~ ^{so} ~~seized~~ the CCP giving companies so extensively that thousands were forced into bankruptcy, allowing the CCP to take over control of them and increase their economic power, the argument in Interpretation 2 is very convincing and there is a lot of truth to it. The increase in economic and political power allowed the CCP to consolidate their power which was essential after the period of turmoil and instability during the Civil War, proving the importance of the ~~for~~ ~~antis~~ ~~movements~~ 'antis' movements for these reasons and the validity of the main in Interpretation 2.

However, the ~~main~~ narrow, impersonal focus of Interpretation 2 on strictly the economic and political impacts of the movements, ~~without giving~~ ^{doesn't give} any weight to the crucial societal, personal impacts. The language used is cold and only mentions the "people who had been accused" as a method of making "money" for the CCP, when in fact the treatment of the people led to emotional and personal impacts, such as the which we know as the atmosphere of terror in cities was so extreme that it drove hundreds of thousands of people to commit suicide, and nearly ~~thirteen~~ over 1 million in total were killed*. In this way, Interpretation 2's argument is somewhat unconvincing as it does not mention at all the impacts of the movements for the Chinese people which were so defining of CCP rule.

On Interpretation 1's argument appears more convincing as it doesn't undermine the social impacts of the movements, seen when it details how "Many people lose hope" and about the "climate of fear" and the "death toll". Here, the language and tone of the ~~two~~ intense emotion during the campaigns shows the impacts of the movements to be societal, which were ultimately more ~~important~~ important in consolidating the power of the CCP. ~~more~~ This is because the fear of the people forced them into obedience and submission where ~~people~~ everyone was too afraid to speak out against CCP rule, allowing them to seize money from companies and ^{take} power over China without opposition. This ~~is~~ shows the argument of Interpretation 1 to be more convincing than that of Interpretation 2, as it references both the economic impacts

of the movements for "jobs and incomes" but overall focuses on the social changes and fear ~~that~~ ^{which} was caused, ~~and~~ ^{which} allowed the CCP to gain power, whereas Interpretation 2 focuses solely on the economic, political side of it, with no reference to the social impacts which brought about those changes for the CCP.

Overall, Interpretation 1's argument could be seen as more convincing as it includes the personal, social impacts of the movements that allowed the CCP to consolidate their power, setting the tone of fear and violence early on in their rule after coming to power in 1949. Interpretation 2's argument is less convincing as it has a very limited view and doesn't give weight to the fact that terror from the campaigns is what allowed the CCP to increase their economic and political ~~power~~ control.

* This terror was created ~~in~~ in the use of 'struggle sessions' in which the people put into the 'black' category, of enemies of ~~communism~~ communism, were forced to confess their crimes and be humiliated or executed in front of crowds of people, which showed the threat of death or humiliation as punishment for opposing the views of the CCP or being an enemy of the state. This shows how crucial the terror of the people was during the campaigns.



From the start of the answer, there is a focus on how convincing the interpretation is. Details from the interpretations are examined, using contextual knowledge to assess their accuracy. The coverage of the interpretations are considered - the economic and political issues, and the social ones. There is a nice sense of evaluation, explaining that 'Interpretation 1's argument appears more convincing as it doesn't undermine the social impact of the movements'. The answer is Level 4 and it received the full 16 marks because it also commented on the way the interpretations convey their views, mentioning a narrow focus, language and tone. It also received 4 marks for SPaG.



Remember the question is about evaluating Interpretation 2 - keep focused on the interpretations rather than writing an essay on the 'antis' movement.

(d) How far do you agree with Interpretation 2 about the main impact of the 'antis' movements (1951-52)?

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

(16)

I agree with Interpretation 2 to an ~~an~~ extent, as ~~the~~ power was one of the main impact of the antis movement as mentioned. "allowed the CCP to expand its power over China, and gain control of the Chinese economy." It ~~also~~ ~~is~~ Through this, it also ~~provided~~ ~~Mao~~ with ~~caused~~ the Deputy Minister of Finance, who was under Mao, to report how the overall economic situation was much improved because of the power used which consequently led to the Campaigns.

However, I also agree with Interpretation 1 to an extent, as ^{another one of} the main impact of the antis movement was ~~that~~ the fear it put into people. This is evident through the text: "Created a climate of fear ~~across~~ across China, forcing those [...] into ^{obedience} ~~obedience~~". Through this quote, it shows how ^{much} ~~an~~ impact ~~of~~ Mao's

fear he put into people had. In
~~Conclusion 2 agree to an~~ This is
also reinforced through the public trials which
took place during the anti movement (1951-52).
This was aimed at important people who
disagreed with Mao's ideology and beliefs or
were. Through this, the fear that
Mao placed into the minds and
mind of people is reinforced, which is
why, as a conclusion, I agree with Interpre-
tation 2 to an extent, but also agree with
Interpretation 1 to an extent also.



The answer selects details from both interpretations and states agreement with each one but offers little contextual knowledge to confirm the interpretation. A judgement is stated but with little explanation. The answer was placed in Level 2 but the limited references to the interpretations or contextual knowledge means it is at the lower end of the level - it scored 6 marks with 3 for SPaG.



Make sure you include analysis of both interpretations and the use of contextual knowledge in your answer as they are needed in every level of the mark scheme.

Paper Summary

Examiners commented that there were a number of impressive answers where students seemed well-prepared and demonstrated excellent knowledge being deployed to support thoughtful analysis and evaluation.

The following points should be noted:

- While there was good knowledge of some topics, students cannot rely on knowing just a few key topics and hoping to use that information whatever question is asked.
- Students need to recognise the specific focus of the question so that the information being offered is shaped to meet the demands of the question rather than simply describing a situation or including irrelevant material.
- Students should appreciate the difference between sources and interpretations and be aware that interpretations are constructed by historians in order to offer their view of events.
- In all parts of Question 3, it is helpful to be explicit about the source or interpretation being discussed.

Spelling, punctuation and grammar were broadly accurate and many answers used specialist terms with confidence but a poor standard of handwriting made a number of answers difficult to mark and exacerbated the difficulty in understanding a badly expressed answer.

The SPaGST marks may be affected if there are weaknesses in these areas:

- Appropriate use of capital letters
- Correct use of apostrophes
- Weak grammar ('would of') and casual language, which is not appropriate in an examination
- Paragraphs: failure to structure answers in paragraphs not only affects the SPaGST mark, but may also make it difficult for the examiner to identify whether three different aspects have been covered in question 2, or how well analysis and evaluation is developed in question 3. If extra paper is taken, students should state clearly in the answer space for the question that it has been continued elsewhere and it should be stated where the rest of the answer had been written; this should be on an additional sheet rather than elsewhere in the answer booklet and should be clearly labelled. However, in many cases where additional paper had been taken, the marks had already been attained within the space provided rather than on the extra paper and students should be discouraged from assuming that lengthy answers will automatically score highly. Indeed, students taking extra paper sometimes ran out of time on the final, high mark question and therefore disadvantaged themselves.

Grade boundaries

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