



Examiners' Report **June 2023**

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, and they responded particularly well to the enquiry 'package' in question 3.

The answer space provided is 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 that the answer is continued on paper.

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, and are then invited to judge the extent to which they agree with one of the interpretations. It is therefore important that students appreciate the difference between sources and interpretations, and the focus of different parts of question 3.

The focus in 3(c) is on why the interpretations might differ and the specific areas of weakness explained below should be read carefully. It is not possible to provide effectively substantiated reasons why the interpretations are different based on such things as where and when the interpretations were published although a small number of students did attempt to do so without success – (see specific information about 3c below).

Question 3(d) carries the highest number of marks on the paper. Successful students 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. Students who focused exclusively on the view provided in Interpretation 2 and used this as a basis for an essay based on their own knowledge were less successful than those who considered the alternative views from both interpretations. There is no expectation that both interpretations are dealt with in equal depth, but both should be examined explicitly. The use of contextual knowledge is an important element in this evaluation, but it must be precisely selected to support the evaluation and not just used to display knowledge of aspects of the topic which the student has revised but are not relevant to the enquiry. In addition, some of the strongest answers were able to show how the differences of view in the two interpretations were conveyed in reaching their overall judgements.

Examiners reported some impressive answers to 3(d) and many students were able to engage confidently with the interpretations, taking a range of approaches. However, this question was accessible to all students and even those who did not score highly understood the need to offer evaluative responses leading to an overall conclusion. Only a few students 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. Students rarely seemed rushed and full answers were generally provided showing that timing wasn't generally an issue on this paper.

Question 1

This question requires students to make two inferences from a source and it is often regarded as an 'easy' question. However, students need to be sure that the inferences they make are valid inferences in relation to the question focus and not just paraphrases of the content of the source.

The focus of the question was about the problems facing the new CCP government at the end of the Civil War in 1949. There were two marks available for each valid inference – one for the inference itself and one for the supporting information. Most students seemed to understand how to make an inference, and most used the content of the source to provide support for the inference. Such students tended to make inferences about the need to motivate the people, which could be referenced by 'people have no purpose and nothing to do'. Some students just repeated the content of the source, without making an inference, or simply reworded the source. No marks were available for this approach. A small number of students wrote a lot about *why* their supporting information helped to support the inference, which is not required and did not gain any extra marks but possibly wasted time.

- 1 Give **two** things you can infer from Source A about the problems facing the new CCP government at the end of the Civil War in 1949.

Complete the table below to explain your answer.

(i) What I can infer:

That there is a food shortage or famine in the the city of
mukden.

Details in the source that tell me this:

"are pale and thin" " they look shabby and are pale
and thin"

(ii) What I can infer:

There is a high level of unemployment in the city of mukden.

Details in the source that tell me this:

" people have no purpose and no naming to do"



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Examiner Comments

This student has made two inferences about the problems facing the new CCP government at the end of the Civil War in 1949, supported by direct reference to the source, so gains full marks.



ResultsPlus
Examiner Tip

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

- 1 Give **two** things you can infer from Source A about the problems facing the new CCP government at the end of the Civil War in 1949.

Complete the table below to explain your answer.

(i) What I can infer:

That Mukden has been destroyed.

Details in the source that tell me this:

"destroyed by bombing and looting."

(ii) What I can infer:

Mukden was never a nice city.

Details in the source that tell me this:

"Mukden was never a beautiful city."



ResultsPlus
Examiner Comments

Both of the inferences in this response are either a paraphrase of a section of the source, or a direct quote. The response gained no marks.



ResultsPlus
Examiner Tip

Students should ensure the inference is not just a quote/ paraphrase from the source.

Question 2

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 students showed a consistent analytical focus throughout their answers, and many were able to access Level 4 by doing so.

In Question 2, the stimulus points in the question will often be useful reminders to students of specific areas of content which they can write about. Students 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, although this does not mean students need to identify three different causes or events.

A number of answers remained at Level 3, despite excellent knowledge, because they missed the focus of the question, in this case the reasons for changes in education in Mao's China. The mark scheme's bullet point for Assessment Objective 2 (analysis) at Level 4 expects an analytical explanation, directed consistently at the conceptual focus of the question. Students who responded to the topic rather than the key conceptual focus of why change took place were unlikely to achieve high marks. Those who did reach Level 4 realised that the topic provides the context but that there is a specific focus, which the analysis should address.

Many students performed well on this question and the majority of students were able to go beyond the stimulus points, with reference to three aspects of content, and relate these to the question. It was noteworthy that even students with more limited knowledge of the content were often able to provide a clear structure in their answers, if not a clear analytical focus. The stimulus points are provided to help students to link the question they have been asked with the material they have studied and to provide a prompt to the analysis of the process of change.

The majority of students were confident in discussing how communication difficulties and Mao's desire to create an educated and compliant workforce were reasons for change. Some students also discussed Mao's own personal ambitions and the importance in educating the population effectively to support them. A significant minority of students did not use the stimulus points to help them and seemed unsure what Pinyin was.

Some knowledgeable students failed to score highly because they did not properly address the focus of the question. This was not a question about the changes in education, but the reasons for those changes. Some answers focused on a description of the educational changes and were therefore unlikely to achieve high marks in Assessment Objective 2, as they were not addressing the conceptual focus of the question – causation. Some students discussed the economy or the Cultural Revolution, but did not link them to why there were changes in education.

At Level 2, students often described the changes in education which left links to the question implicit, which fits Level 2 for the AO2 focus on analysis. At Level 3 students 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 some sustained analytical responses supported by well-chosen examples which displayed clear understanding of the precise question and these were often rewarded with full marks.

2 Explain why there were changes in education in Mao's China.

(12)

You may use the following in your answer:

- Pinyin
- the economy

You must also use information of your own.

One reason why there were changes in education in Mao's China was due to the introduction of Pinyin as China's official language. In China at the time, literacy rates were very low due to the ^{China's countries} ~~the~~ main language, Mandarin, being very difficult to learn due to its complex nature. As well as this, lots of people spoke other languages ~~as well~~ which were other than Mandarin meaning very few people could read and write. This caused the Chinese government to appoint Pinyin, a much simpler language based on sound, as the country's official language. Pinyin was far simpler partly due to ~~the~~ the amount of letters in its alphabet being much lower than traditional Chinese languages which had thousands. By introducing Pinyin, the literacy rates ~~to~~ rose ~~dramatically~~ significantly, meaning more people had access to books leading to a better educated workforce.

Another reason for changes in education in Mao's China was the process for accepting students into

Universities. Whilst originally ^{universities} ~~students~~ accepted students off grades, which tended to favour ~~students~~ students with wealthier families that could afford better education and this defected Socialist ideas of equality, universities were now required to look at references for students which meant people from poorer backgrounds became accepted more often. In the past, ~~the~~ student's with CCP members in their family were ~~also~~ ^{also} more likely to attend better schools due to their families influence, which ~~meant~~ that Mao ~~dis~~ disagreed with due to it's elitist nature. Mao used references to ~~increase~~ increase the diversity of those accepted to help expand education in China to more people.

Another ^{reason} ~~reason~~ why there were changes in China's economy was due to Mao's belief that a better educated workforce would lead to increased productivity. During ~~his~~ ~~control~~, and ~~especially~~ the cultural revolution, Mao increased funding to schools in poorer areas such as in the countryside. The CCP ~~govern~~ Government also created a syllabus to be followed in schools with text books compared to the lack of syllabus before that led to different teachings in different people. This helped increase the percentage of the population that were literate which helped the economy as it's

workers had increased skills and so their productivity and efficiency improved. Due to an increase in the % of the population who were ~~also~~ educated, China had a higher skilled workforce.



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Examiner Comments

The student has covered three areas of content (Pinyin, universities and the Cultural Revolution) and has, therefore, satisfied the requirements for higher marks in Assessment Objective 1 to go beyond the stimulus points and to show wide-ranging knowledge. The quality of analysis meets the demands of the mark scheme for Level 4 at Assessment Objective 2. Although this student has not provided a conclusion, Level 4 has been reached by the focus on the question which is evident in every paragraph. This response achieved a mark at the top of Level 4.



ResultsPlus
Examiner Tip

Keep the analysis linked to the question all the way through the answer and make sure that detail is being used to support the analysis, rather than being provided simply as information.

2 Explain why there were changes in education in Mao's China.

(12)

You **may** use the following in your answer:

- Pinyin
- the economy

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

There were changes in education in Mao's China due to the complex writing system that was previously used. There were more than hundreds of thousands characters used for their language which made it difficult for people to learn and understand. There would be a barrier between people who know a lot and the people who don't understand the many characters. To combat this, pinyin was introduced. Pinyin narrowed down the number of characters used to only a couple thousand which therefore made it easier for everyone. Children at school would not struggle as much when being taught.

Another change in education was by Liu and Deng. Before the change, there was almost a hierarchy. Children of the CCP officials ~~were sent~~ ^{attended} to prestigious schools whereas children of peasants received education that was not the same or no education at all. This was until Liu and Deng made an education reform which allowed all children to attend school and receive the same quality of education. There was no longer a difference, everyone was equal.



The answer provides an explanation covering 2 aspects of content which is mainly directed at the conceptual focus of the question. However, although accurate and relevant information is used, it is not consistently at Level 3. The first paragraph has strong Level 3 knowledge and reasoning, though the second paragraph is weaker. As only 2 aspects of content are covered, the mark cannot go beyond mid Level 3.



Responses must cover 3 aspects of content in order to achieve a mark above 8, as indicated in the mark scheme.

Question 3 (a)

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 question 3 (a) students 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 this case the reasons for the Cultural Revolution. These strands are linked and should be dealt with together, rather than in isolation. There is no need to compare the two sources and, indeed, only a handful of students did attempt to do this.

Students found the sources accessible and were confident in showing that the content of the sources was relevant for the enquiry and therefore useful. They could also make a number of points about the significance of the provenance for the usefulness of the content, although sometimes this consisted of simple statements rather than a developed explanation. When considering provenance, 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, could be made without any reference to the individual source and therefore remained at Level 1. This type of generic assumption was seen when some answers assumed that the authors of the sources would be biased or that the accuracy of both sources was high as they were written by people who were there at the time.

At Level 2, developed comments were made about the content of the sources, for example, the fact that in Source B, the CCP notice stresses the existence of counterrevolutionaries who are leading China away from the path to Communism, and in Source C the CIA report highlights the growth of the Cult of Mao and the impact this has on his self-importance. There were also good comments made about the provenance of the sources – that Source C, being a secret report by the CIA, would not be influenced by Mao or those around him.

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 Mao was suspicious of others' – some additional detail is needed as a demonstration of that own knowledge. Contextual knowledge should be relevant to the enquiry and used to assess the source, for example, to add detail about 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.

At Level 3, comments need to consider the effect of an aspect of the provenance on the usefulness of the source content, and contextual knowledge should be integrated into the process of reaching a judgement, not simply provided as information.

In this question, the focus should be on assessing the usefulness of what is in the source rather than listing details which are not mentioned. Since the question asks students to evaluate the usefulness of a source, it can be valid to note the limitations of a source, but 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. Sources should not be dismissed because they do not cover every detail that might be helpful in an investigation and students should recognise that unreliable sources can be very useful. If the answer identifies omissions from the source as limitations on its usefulness, this should be linked to a consideration of the provenance, showing whether this is the result of lack of knowledge or deliberate omission.

The question asks 'how useful' the sources are, so a judgement should be made on the usefulness of the source's evidence for the specific enquiry. Good answers made clear the criteria being used to assess the usefulness for the enquiry of the sources, weighing the value of 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, how representative the source is etc. and good students recognised that a source which is regarded as unreliable can be extremely useful to the historian.

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. Students who focused on comparisons between the sources often failed to develop their judgement on each source properly; if this approach is used, it is important that the answer still comes to a judgement on each individual source.

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.

3 (a) Study Sources B and C.

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

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

(8)

Source B is ~~somewhat~~ useful for an enquiry into the reasons for the cultural revolution. In Source B, we see Mao's ideology being asserted into the minds of all of his followers and says that they "must get rid of" any Capitalists that are penetrating the stability of the Communist party, government and army. This links to the cultural revolution because from my own knowledge, people began burning schools, universities and businesses and killing anyone who was seen to be showing any Capitalist beliefs. It being from the CCP is also useful because it tells us exactly what the people of the time were being told and why.

Source C is also useful for an enquiry into the reasons for the cultural revolution. This is because it talks about exactly what they are observing and what is going on within the government. It talks about Mao being "zealous" and "sensitive to criticism". This may be true and agrees with my own knowledge.

I know that Mao often fired or murdered those that opposed him in the government and that he also told the whole nation that he was correct. This shows his ~~lack of~~ fear of criticism and proves the source useful. However this may be a biased choice of words due to it being an American report that shares opposing views on political ideologies. However I believe the source to be true and it shows the unrest in China that would one day lead to the Cultural Revolution.



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Examiner Comments

The student applies their own knowledge to test the accuracy of elements of the content of the sources. They also evaluate the provenance and how, especially in Source B, this may have an impact on the usefulness of the content. This answer achieved a Level 3 mark.



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Examiner Tip

Comments about the usefulness of a source should take into account how the provenance affects the usefulness of the source content.

3 (a) Study Sources B and C.

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

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

(8)

Source B is useful for an enquiry into the reasons for the cultural revolution as, it was a notice sent to all CCE Party officials. The source tells us that people with capitalist ideology, teachers, journalists and artists have snuck into the party and they must rid of them. They are counter-revolutionaries. ~~The~~ Source B is useful for an enquiry into the reasons for the cultural revolution, because it states the reasons that kicked it all off. From my own knowledge I know that Mao proceeded to rid of all people that did not agree with his Nationalist/Marxist ideology and after this started the ~~the~~ cultural revolution 1966. Source B is useful as it tells us the reasons for the cultural revolution.

Source C is also useful for an enquiry into

the reasons for the Cultural Revolution, as it investigates and notices Mao's insecurities and weaknesses. Source C is a secret intelligence report ~~for~~^{for} the CIA. The source tells us that Mao is worried about loyalty around him, that future CCP leaders won't follow his ways and that he is extremely sensitive to criticism and also that he wants his revolution back on track.

From my own knowledge of the Hundred Flowers Campaign and the 30 and 50's movements that Mao was worried about all of these things, but the source ~~is~~ doesn't tell us why or what are the reasons for this to link to the ~~the~~ Cultural Revolution therefore ~~the~~ Source C is less useful for an enquiry into the reasons for the Cultural Revolution.



At Level 2 students will make developed comments related to the content of the sources and/or their provenance. In this case, the student makes valid comments testing the content of the source against their own knowledge to assess its accuracy. As the student does not develop the statements made about the provenance of the sources, the Level 3 descriptor is not being met.



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

Question 3 (b-c)

In Question 3b, students are asked to identify a difference in the overall view 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 but also provide support from each interpretation to demonstrate that difference. Many answers recognised that the two interpretations offered different views about the reasons for the Cultural Revolution and could select detail from the two interpretations to support the explanation of that difference.

It is important for students 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. Responses which asserted differences without support, for example stating that Interpretation 1 emphasises that ideological factors motivated Mao's introduction of the Cultural Revolution, whereas Interpretation 2 emphasises Mao's personal motivations, 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. Many students were able to score full marks.

It is important that students recognise the relationship between questions 3b and 3c. Having identified that the two interpretations offer different views, students are asked to suggest a reason why these different views have been reached. They should be able to support their answer with reference to the interpretations.

The focus in Question 3c is on the process by which the historian produces their interpretation. 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 references to both the interpretations and the sources rather than simply stating that 'the author of Interpretation 1 might have used Source B'.

Alternative explanations also recognise that the historian's emphasis may affect their research and conclusions. For example, whether an historian deals only with short term methods to stop police brutality or methods to create long-term social improvements.

Here again, the explanation needs to be supported by the use of the interpretations. In trying to give an explanation for a reason for the difference between interpretations some students 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.' A significant minority of students tried to provide explanations for difference on the basis of such factors as the titles of the books, their origin or date of production. Such approaches did not produce creditworthy responses.

(b) **Study Interpretations 1 and 2.**

They give different views about the reasons for the Cultural Revolution.

What is the main difference between these views?

Explain your answer, using details from **both** interpretations.

(4)

Whilst both interpretation 1 and ~~two~~ 2 explore the causes behind Mao's actions, Interpretation 1 suggests that Mao was steering China away from the 'selfish' capitalist road it was heading down whereas interpretation 2 suggests Mao's actions are driven by his insecurity and just jealousy. This is suggested in the phrase "Mao became resentful, jealous and increasingly paranoid" which suggests Mao was acting for his own benefit rather his public idea of ~~for~~ helping the people.



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Examiner Comments

This answer clearly states the main difference of view between the interpretations and supports this with extracts from the interpretations and as a result gets full marks.



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Examiner Tip

The answer flags the difference between the interpretations using the word 'whereas'. Use of such a word indicates the candidate is comparing the interpretations.

(b) **Study Interpretations 1 and 2.**

They give different views about the reasons for the Cultural Revolution.

What is the main difference between these views?

Explain your answer, using details from **both** interpretations.

(4)

The main difference is that in interpretation 1 Mao is worried about the country and that China will turn back to communism. While in interpretation 2 Mao is concerned for himself and ego. This is shown in the line 'Mao became resentful, jealous and increasingly paranoid'

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

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

(4)

Interpretation one may have used source B as they both state that unloyal members of the CCP must be 'rid' of the CCP.

Interpretation two may have used source C as they both state that Mao is 'jealous' and that Mao was worried about loyalty.



In the answer to Question 3b, the student has understood the difference of view but has only evidenced this difference from one of the interpretations. The answer achieved a low Level 2.

In the answer to Question 3c, the student has suggested that the Interpretations may have used different evidence and have mentioned sources B and C. However, the link between the sources and the interpretations is not fully evidenced. The mark therefore stays in Level 1.



Students must support both the differences in the view they have identified in 3b and the reasons for the differences identified in 3c.

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

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

(4)

interpretation 1 and 2 maybe different because they focused on different sources. for example interpretation 1 may be focused on a source like source B. This is because they talk about similar points for example Interpretation 2 says 'get rid of those who were leading the people away from the correct path of communism', and source B says 'They are leading us away from the path to communism'. This is clearly very similar which shows interpretation 1 focused on a source B or something similar. The source also shows similar views. On the other hand, Interpretation 2 may have focused on a source like source C. Interpretation 2 says 'Mao thought they were undermining him' and in source C it says Mao was '~~fascinatingly~~ very worried about personal loyalty'. These are very similar and focus on the same points showing interpretation 2 may have been based on source B.



This student has gained full marks for Question 3c by explaining how the writers may have different views as they have given weight to different pieces of evidence. They evidence that by referring to the interpretations and the sources and therefore achieve a mark in Level 2.



There is no need to write such a lengthy response. Full marks can be achieved by candidates who evidence the links between the interpretations and the sources in a more concise way.

Question 3 (d)

Question 3 (d) carries the highest number of marks on the paper. Successful students 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. 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 valid view.

There is no expectation that both interpretations are dealt with in equal depth, but both should be examined explicitly. The use of contextual knowledge is an important element in this evaluation, but it must be precisely selected to support the evaluation of the interpretation.

A number of students were able to engage confidently with the interpretations, taking a range of approaches. However, very few of the strongest answers were able to show how the differences of view in the two interpretations were conveyed, for example through the use of language, tone, selection or omission of detail, emphasis created by the structure of the interpretation, etc.

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 to challenge those views, before reaching the view 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.

The selection of contextual knowledge to support the evaluation was often a strong aspect of students' responses with most students 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 students showed an awareness of how to use their knowledge to help them decide on the validity of views selected from the interpretations. A small but noticeable number of students were unable to apply their own knowledge effectively. 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.

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

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 3:

- 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.

In addition, most students were able to provide full and structured responses with very few appearing to be rushed or running out of time.

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

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

(16)

I agree with interpretation 2 about the reasons for the Cultural Revolution because previous to the Cultural Revolution Mao was not in control.

Previous to the Cultural Revolution, Mao had stepped down from being leader of the CCP ~~as he thought it was unfixable~~. Liu and Deng took charge of the CCP and fixed ~~the~~ the famine ^{and introduced private farming again} and other ~~things~~ things. Because of this Mao wanted his power back as now everything was fixed. He tried to get his authority back by trying to push his reforms but Liu and Deng refused them. Making Mao angry and start the revolution. This is stated in interpretation 2 about the reasons for the Cultural Revolution. As stated in interpretation 2 "Mao was jealous of ... Liu Shaoqi and Deng Xiaoping" which is probably because of ~~the~~ the fact that

Lin and Deng were able to fix something that Mao couldn't do... fix the great famine that was going on. Further interpretation 2 states that "Mao" had no control over policy and was being ignored "which is accurate as Mao, ~~was~~ during Lin and Deng's control, was not in control he was not being listened to and ignored as he (Mao) tried 5 times to get back his authority over the CCP and over China but Lin and Deng were ignoring him, same with the socialist education reform Lin and Deng didn't listen to Mao about putting the people in control of the socialist ~~reform~~ education reform and rather put the CCP in charge. This would make Mao as stated in the interpretation 2: "jealous and increasingly paranoid" as Mao went from being the leader who people feared that they even had evidence from ~~to~~ that showed proof of his mistakes to someone who was completely ignored about his ideas.

But, however, although I do believe

That Mao lack of Authority played a massive role in the ~~re~~ start of the Cultural Revolution, China was becoming less Communist. ~~which~~ Interpretation 1 states that "China needed a new revolution... get rid of those who were leading the people away from the correct path of communism." This is accurate, as during the Cultural Revolution millions of teachers, hundreds of teachers were being humiliated and beaten in Beijing's Universities because of their ^{what} their supposed capitalist teachings and overall during the Lin and Dengs control China was becoming more socialist and less of the extreme Communism as before with the CP members getting luxurious life chances and better education. This would have caused Mao to want to start the Cultural Revolution as his ideologies had been slipping away from society.

But, interpretation 2 states: "paranoid about what would happen to his achievements after his death". So Mao's ideologies, Mao's communism was slipping away from China. ~~First~~ Mao was so worried about

Plus that ~~he needed~~^{during} the Cultural Revolution he spread about his "Little Red Book" about his ideologies in a way to keep his legacy and to try and keep his control over China by controlling young peoples ideas and views.

Overall, I agree with Interpretation 2 as it all the accuracies of ~~the~~^{reasons for the} Cultural Revolution. As with Mao having a lack of power before the Cultural Revolution and him being paranoid - which resulted in him spreading the little red book ~~and~~. Though in ~~the~~ Interpretation 1 does have a few good points. ~~Especially~~ The reasons for the Cultural Revolution to be about China's ideologies is only to a little one compared to Mao being angry for his lack of Authority.



This student reviews the alternative views presented in the interpretations impressively and comes to a substantiated conclusion. Good contextual knowledge is used to support the analysis and there is a clear line of reasoning throughout. Level 4 has been met for all three strands: judgement, analysis and contextual knowledge. They therefore achieved a mark in Level 4.



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

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

Weak /
• 'Capitalist Roaders'
• Mao was jealous
after failure of
G-6F.
(16)

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

Private farming, Factory leaders etc.

I somewhat agree with interpretation 2 about the reasons for the cultural revolution.

From my own knowledge I know that Mao had been somewhat jealous of Liu Shaoqi and Deng Xiaoping as they had successfully stopped the great famine and had brought China's economy up, this made Mao jealous as he had resigned from Presidency due to his failure of the great leap forward which resulted in the deaths of millions of people due to starvation. The fact Liu and Deng had stopped the great famine meant that the peasants and people of China had liked these two and had started to gain support, therefore Mao felt as tho his power and control was being taken away from him and wanted to find a way to get rid of Liu Shaoqi and Deng Xiaoping. Due to this I do somewhat agree with interpretation 2 as it had also talked about jealousy of Liu and Deng.

However interpretation ~~2~~ 1 is also correct about how Mao believed people of China were leaving the path of communism. Mao believed ~~that~~ that the methods used by ~~Liu Shao~~ Liu Shaoqi and Deng Xiaoping to bring the country's economy back onto its feet had been following the path of capitalism, an example of this would be the re-introduction of private farming, Mao had initially removed private farming as he believed it was too capitalist and communism is about sharing ~~that~~ thus he introduced collective farming which was a more communist way. So the fact Liu and Deng reintroduced private farming worried Mao as he may have just put the capitalists in control of China. In addition to this Liu and Deng had slowly took power away from the people and made the CCP and government more powerful this therefore irritated in Mao's mind something must be done to stop this thus the introduction of the cultural revolution.

In conclusion I somewhat agree ~~that~~ with interpretation 2 but mostly agree with interpretation 1 as it has more valid reasonings.



This student uses their own knowledge effectively to answer the question and level 4 is awarded for this strand. There is some analysis of the interpretations, but this is not a strength of the answer, and this strand is awarded level 2. The answer offers valid evaluative comment to agree with and counter the interpretation which puts this strand in level 2. Best fit puts this answer into mid Level 3.



Answers which are able to precisely analyse the interpretations rather than just giving the gist of each are more likely to be successful.

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:

- Students need to come up with an inference rather than paraphrasing the source in question 1.
- 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. This is particularly important when considering question 2. Answers need to focus on why, rather than how.
- 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', 'based off of') and casual language, which is not appropriate in an examination

If extra paper is taken, students should state clearly in the answer space for the question that it has been continued and where the rest of the answer had been written; this should be on an additional sheet rather than elsewhere in the paper 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 often ran out of time on the final, high mark question and therefore disadvantaged themselves.

Spelling, punctuation and grammar were assessed on 3(d) and the most impressive aspect of this strand was the use of specialist terms which perhaps reflects the detailed understanding many students had of this depth study.

Grade boundaries

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

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

