

Examiners' Report

Summer 2016

Pearson Edexcel GCE
in History (WHI02) Paper 1B

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Summer 2016

Publications Code UA041796

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Examiner Report WHI02/1B

Introduction

It was pleasing to see responses of a decent standard from candidates attempting the new AS Paper WHI02/1B China 1900-76. The paper is divided into two sections. Section A contains a compulsory two-part question for the option studied, each part based on one source. It assesses source analysis and evaluation skills (AO2). Section B comprises a choice of essays that assess understanding of the period in depth (AO1) by targeting five second order concepts - cause, consequence, change/ continuity, similarity/difference and significance.

Generally speaking, candidates found Section A more challenging mainly because some of them were not clear on what was meant by 'value' and 'weight' in the context of source analysis and evaluation. The detailed knowledge base required in Section A to add contextual material to support/challenge points derived from the sources was also often absent. Having said this, although a few responses were quite brief, there was little evidence on this paper of candidates having insufficient time to answer questions from Sections A and B. The ability range was diverse, but the design of the paper allowed all abilities to be catered for. Furthermore, in Section B, few candidates produced wholly descriptive essays which were devoid of analysis and, for the most part, responses were soundly structured. The most common weakness in Section B essays was a lack of knowledge. It is important to realise that Section A and Section B questions may be set from any part of any Key Topic, and, as a result, full coverage of the specification is enormously important.

The candidates' performance on individual questions is considered in the next section.

Question 1

(a) On Question 1(a), stronger responses demonstrated a clear understanding of the source material on the reasons for the Boxer Rising in 1900 and showed analysis by selecting some key points relevant to the question, explaining their meaning and selecting material to support valid inferences (e.g. the Boxer Rising had support from the highest authorities). Knowledge of the historical context concerning the reasons for the Boxer Rising in 1900 was also confidently deployed in higher scoring answers to explain or support inferences, as well as to expand or confirm some matters of detail (e.g. opposition to the spread of Christianity in China). In addition, evaluation of the source material was related to the specified enquiry and based on valid criteria to show the value of the source. Similarly, explanation of utility referred relevantly to the nature or purpose of the source material or the position of the author (e.g. this was a personal account given by someone who was targeted by the Boxers). Weaker responses demonstrated limited understanding of the source material on the changes to the reasons for the Boxer Rising in 1900, and attempted some analysis by selecting and summarising information and making basic/undeveloped inferences relevant to the question. Lower scoring answers also tended to add limited contextual knowledge to information taken from the source material

to expand or confirm some points but these were not developed very far. Although related to the specified enquiry, evaluation of the source material by weaker candidates was limited and often drifted into 'lack of value' arguments. Furthermore, although the concept of utility was often addressed by noting some aspects of source provenance, it was frequently based on questionable assumptions.

SECTION A

Answer ALL questions. Write your answers in the spaces provided.

Study Source 1 in the Sources Booklet before you answer this question.

1 (a) Why is Source 1 valuable to the historian for an enquiry into the reasons for the Boxer Rising in 1900?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(10)

- plan
- ① → what does it tell us
 - ② → written in 1900 + reason, protest
 - ③ → explanation

Source 1 may be deemed valuable for an inquiry into the causes of the ~~Boxer~~ Boxer rebellion for a plethora of reasons. Firstly, ~~it does not tell us~~ it can be inferred gathered from the source, why and what the rebellion was, furthermore the fact that Fei Qi-huo was present provides a first hand account. Furthermore, his ^{purpose for the source's creation} explanation of ~~causes~~ ^{explanations of incidents} ~~justify~~ ^{give it ~~credibility~~ credibility.} ~~as credible.~~

Firstly, this source is valuable due to the fact that he fully explains why the revolution occurred. We can infer from the authority of the "governor," Yu Hsen that authority figures were the ones investigating the rebellion. I know that high officials ~~and the~~, educated elite and civil servants were the ones who rebelled against the west. Furthermore, we can infer that religion was a large factor ~~the~~ because "foreign religion" was declared "immoral". Contextually, the missionary settlements existing in China as a result of the humiliating Treaty of ~~Tientsin~~ Tianjing ~~preceeding~~ following the 2nd Opium war



humiliated as well. ~~The~~ The fact that the source is pro western, calling the governor "wicked" as well as the fact that the author himself was christian means that releasing these documents would have resulted in an abundance of honourment. This way, we can probably assume there was no propaganda incentive to create this source, making it ~~is~~ credible and therefore valuable.

~~In conclusion, the source is very valuable.~~

In conclusion, the source is very valuable for many reasons. ~~Firstly~~ firstly the validated ~~the~~ information it contains ~~is~~ awards it credibility and the ~~the~~ involvement of the author in the event provides validity. Lastly, the source is ~~for the~~ made credible by the fact that its views would not have been well ~~taken~~ regarded at the time.

This is a level 3 response. There is a good comprehension of the source material and valid inferences are drawn and supported. Knowledge is applied to the source material to support it and to develop inferences and there is some sophisticated reasoning used to discuss the value of the source.

(b) On Question 1(b) stronger responses demonstrated understanding of the source material on the reactions to the 1950 Marriage Law in China and showed analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences (e.g. the Marriage Law was not readily accepted by the peasants). Knowledge of the historical context concerning the reactions to the 1950 Marriage Law in China was also confidently deployed in higher scoring answers to explain or support inferences as well as to expand, confirm or challenge some matters of detail (e.g. the CCP promoted the Marriage law with a huge propaganda campaign). In addition, evaluation of the source material was related to the specified enquiry and explanation of weight referred relevantly to the nature or purpose of the source material or the position of the author (e.g. potential propaganda nature of the source). Judgements were also based on valid criteria such as Li Kuei-ying's position in the People's Commune. Weaker responses demonstrated limited understanding of the source material on the reactions to the 1950 Marriage Law in China and attempted some analysis by selecting and summarising information and making undeveloped inferences relevant to the question. Lower scoring answers also tended to add limited contextual knowledge to information taken from the source to expand or confirm points but this was not developed very far (e.g. the Marriage Law banned arranged marriages). Although related to the specified enquiry, evaluation of the source material by weaker candidates was limited and often lacked focus on either the 'has weight' or 'doesn't have weight' aspect of the question. Furthermore, although the concept of utility was often addressed by noting some aspects of source provenance, it was frequently based on questionable assumptions (e.g. the source would hold no value because it came from a communist).

Study Source 2 in the Sources Booklet before you answer this question.

- (b) How much weight do you give to the evidence of Source 2 for an enquiry into the reactions to the 1950 Marriage Law in China?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

marriage law 50

foot binding

(15)

The weight of the source with the 1950 marriage law in China is shown to have a great value ~~with~~ with the detail with how women were treated ~~before~~ before laws had come in in order to limit the freedom of women in the 1900s. This is shown with how they were treated as being unequal to men, foot binding and with dowries having to be ~~to~~ paid for brides.

The 1950 marriage law had revolutionized the equal rights in China. Previously, women had been treated as dehumanized objects without having much freedom. One woman, Chi Xiochi had described in an interview ~~that~~ that her father had told her from an early age on how she would have to be sold, and certain things that she could and could not do, ~~ex.~~ ex. When someone knocks on the door and you are the only one inside you were to say that no "one was home". This had made women now have a identity with previous years failing to have this happen.

This is backed with the source, describing how Tuan Fu-yin's daughter was not given the right for marriage and was controlled by her father.

Another topic that had been banned was footbinding, being banned within China. Done by the higher classes, foot binding was done in order to have another way of showcasing women that was banned. As described in the source, Tuan Fu-yin would have to pay for a more expensive bride if done. This is linked to the new marriage law because of how women were given equal rights to men, and having another revolutionary moment for women of China in doing so.

The source is shown to have an accurate amount of evidence. For example, in 1952, many people still had practiced ~~the~~ purchasing brides and in the month of Feb approx. 2,000 families were fined with getting caught doing this. This is shown in the source, with Li Kuei-ying telling the family that "Purchase marriage is not allowed in the new Society." Another key quote is how ^{official} the ~~source~~ says "~~you cannot~~ You cannot sell your daughter like a cow", showing how barbaric it had now seem and comparing the



Daughter to a animal ~~and~~ accurately shows how limited women's rights were. This source is also reliable as a look on the reactions with the marriage law with the account being from a woman that had a job in a commune. This however could be shown to be unreliable because perhaps she was annoyed how her gender was treated in the situation, with the story being ~~a~~ exaggerated.

In conclusion, this source with how the reactions of the new marriage law shows how many people had been against the change in society for women with also laws against foot binding. This source is shown to have accuracy from the time taken and who it is from, with many families ignoring the initial law. Overall, the source shows an accurate account with how people had reacted to the new marriage law set in 1850.

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This is a level 2 response. It is not quite focused on the task set. On the first two pages there are paragraphs of knowledge that is not focused on the question. The knowledge tends to be added to the source rather than used to help establish weight. There are some undeveloped inferences drawn and some stereotypical comments on the value and limitations of the source.

Study Source 2 in the Sources Booklet before you answer this question.

(b) How much weight do you give to the evidence of Source 2 for an enquiry into the reactions to the 1950 Marriage Law in China?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(15)

The evidence in source 2 has a ~~big amount of weight~~ weight to a small extent for an enquiry into the reactions to the 1950 Marriage Law in China, as the provenance of the source limits this, ~~that is, the source has weight to~~ by aiming to promote the Marriage Law for communist propaganda.

The source reveals that a girl's "parents refused to let her marry" because "the boy was poor". This shows the stance on marriage before the 1950 Marriage Law, which gave women equal rights, stopped parents from selling their daughters and stopped concubines as well as several other issues relating to marriage. This is supported in the source by "purchase marriage is not allowed", and people were considered as equals in the communes that started in 1958. Thus, people would no longer be able to marry someone based on status or wealth because the communes introduced equality by introducing communal living and dining. The fact that the "boy was poor" may be true as 96% of the farming population lived in communes during the Great Leap Forward, yet the source shows a historian that status no longer plays a role due to the communes but also the Marriage Reform in 1950.



To add to this, the source is valuable into an enquiry into the reactions to the Marriage ^{Law} Reform in 1950 because it suggests that women preferred this as parents could no longer be "nasty" to them for having to "take out a loan". The source reveals that the mother does not want her "daughter to marry someone she can't like". This is valuable to an enquiry into the reactions to the 1950 Marriage ^{Law} Reform because it infers that many women changed their views on marriage and preferred the equality. Moreover, this source is valuable because hi Kwei-ying wrote this in 1960, when she was still living in the communes, which allowed her to ~~observe~~ give many women advice on marriage and would have encountered many such reactions.

However, this source lacks weight due to the fact that the source first states the opposed views of the father to the 1950 Marriage ^{Law} Reform as he protests that he "must get something back" and that "it isn't right for her to marry" a man who cannot "pay back what she cost." This part is valuable to an enquiry into the reactions to the 1950 Marriage ^{Law} Reform because it suggests that some old-fashioned views had not been changed, however it also suggests that the views of Tuan Fu-ying are changed by the end of the talk, as he "didn't say anything more". This infers that many people's reactions to the Marriage ^{Law} Reform were positive or changed after hearing the benefits for women, yet this is not supported by contextual knowledge. This is due to the fact that many people ignored or despised the

1950 Marriage ~~Reform~~^{Law} because it went against traditional Chinese values. It was not only those of higher status that disagreed with the reform but also peasants, who refused to change their opinions on marriage.

Moreover, the authorship of the source contributes to the lack of weight of the source because it was written by the head of the women's organization, who aimed to promote the 1950 Marriage Law. This means that she was unlikely to acknowledge the disadvantages on the people who refused to abide by this new law and mainly focused on the advantages of it in order to persuade more people to abide by it. This implies that the Marriage Law was successfully being used to promote communist propaganda to display that lives under the communists was better compared to previously.

In conclusion, this source has weight to a small extent ~~is~~ for an enquiry into the reactions to the 1950 Marriage Law, as it focuses on the reactions of women and hints that opinions of men were changed, whereas many people and peasants ignored the Law because the old Chinese traditions were deeply rooted into people's opinions. Moreover, the position of the author ~~grades~~ contributes to the unreliability of the source, as she is likely to promote the law and therefore

focus on the positive reactions of the people to the 1950
Marriage Law.

This is a level 4 response. Although on the first page there is a paragraph that is not focused on reactions to the Marriage Law, from the second page the response is fully focused and effectively evaluates the source and considers the weight that can be attached to its provenance. Comments are underpinned by good contextual knowledge that is applied to the source material.

Question 2

There were very few responses to question 2

On Question 2, stronger responses targeted how accurate it is to say that the main consequence of the May 4th Movement was an increase in the political importance of the Guomindang in the 1920s and included an analysis of the links between key factors and a clear focus on the concept (consequence). Sufficient knowledge to develop the stated factor (the political importance of the Guomindang) and other factors (the promotion of western ideas, the spread of Marxism, increased social consciousness, the increased prestige of youth) was demonstrated. Judgements made about whether the main consequence of the May 4th Movement was an increase in the political importance of the Guomindang in the 1920s were reasoned and based on clear criteria. Higher scoring answers were also clearly organised and effectively communicated. Weaker responses tended to be generalised and, at best, offered a fairly simple, limited analysis of whether the main consequence of the May 4th Movement was an increase in the political importance of the Guomindang in the 1920s. Low scoring answers also often lacked focus on consequence or were essentially a narrative of some events during the relevant period. Where some analysis using relevant knowledge was often evident, it tended to lack range/depth (e.g. limited comments on the growth of the GMD). Furthermore, such responses were often fairly brief, lacked coherence and structure, and made unsubstantiated or weakly supported judgements.

Question 3

On Question 3, stronger responses targeted how far peasant opposition to communist agricultural policies was responsible for the failing in production in the years 1949-62. These included an analysis of links between key factors and a clear focus on the concept (causation). Sufficient knowledge was used to develop the stated factor (peasant opposition) and a range of other factors (e.g. Lysenkoism, the interference of Mao, the impact of the Great Famine). Judgements made about the relative importance of peasant opposition were reasoned and based on clear criteria. Higher scoring answers were also clearly organised and effectively communicated. Many candidates struggled with the stated factor but were able to develop alternative factors in some depth. Weaker responses tended to be generalised and, at best, offered a fairly simple, limited analysis of the reasons for the failing in production in the years 1949-62. Low scoring answers also often lacked focus on causation or were essentially a description of economic policies in China in the relevant period. Where some analysis using relevant knowledge was evident, it was not developed very far. Furthermore, such responses were often fairly brief, lacked coherence and structure, and made unsubstantiated or weakly supported judgements.

During the Mao's new dynasty, from 1949 to 1962, 2 major plans were implemented; the First Five Year Plan and the Great Leap Forward. Peasant opposition, although very rare due to the authoritarian nature of the regime, was responsible for the failures in production in the years 1949 to 1962 to a very limited extent. This is because on the whole it can be concluded that peasant opposition to communist policies was unable to cause a significant change. The Agrarian Reform Law in 1950 had turned the country into a society of farmers, making it virtually impossible for landlords to gain respect without being threatened for punishment. On balance, the mismanagement of the CCP officials would be more significant to the failures in production because of the over-optimism of Mao, who had ^{done} no sound analysis of the situation in China. External shocks, and also a factor too, which had caused considerable amount of misery to the people, especially the farmers. Therefore, peasant opposition was certainly not a major reason for why the economic policies had failed.

Finally, it is to be remembered that many reacted to CCP's socio-economic policies with great enthusiasm. The peasants, who accounted for 85% of the population, had been an oppressed party since the ~~start~~ ^{collapse} of the Qing dynasty. They had ^{experienced} forced ~~the~~ the detrimental effects of ~~the~~ the warlords as they competed for supremacy, ~~and~~ Japanese invasion and civil war



in 1946-1949, which had caused 6 million deaths in the 5 years alone. The promise of the Communists for an egalitarian and classless society was naturally attractive. Mao had managed to have a grasp of mass psychology by allowing the peasants to speak out their grievances during the Speak Bitterness Campaign in ^{the} 1950s, which allowed peasants to denude the landlords, seize their property. The intense nature of this campaign is a clear evidence of how peasants were not only loyal to the Communists, but also welcomed their policies with great passion. The cult of personality further strengthened the case of wisdom, making it a rarity to go against the government for peasants. They felt blessed for the end of political turmoil and the eventual unification of China. Opposition was not made impossible by the fear of punishment, ~~and~~ ~~the~~ namely the prison camp of Laojiao. Any signs of dissent would be skillfully extracted by the mixture of curiosity of King Sheen, and so peasant opposition was largely ineffective. There was no tolerance of individual thinking other than the one advocated by the officials, therefore opposition was only restricted to private grumbling or simply a conspiracy of silence. Indeed there was a desire on the part of the authority on the fairness of the economic policies. Because apparent, but that may contribute to a decrease in enthusiasm. Therefore it would be more accurate to say peasant opposition was responsible for failures in production due to a lack of motivation. The ~~negative~~ impact ~~of the~~



decline in the popularity ^{of} the prices remained insignificant ~~to~~ and caused no major impact.

On the contrary, the ~~best~~ ^{left} ~~firmly~~ ^{wing} of the political party were largely responsible for the failure of an economic policies. For even though the First Year Plan was claimed to be a success, it was not difficult to find limitations.

Although ~~the~~ ^{the} production output increased from 53650 million yuan to 65020 million yuan in the years ~~1952-1956~~ 1952-1956, the success of the five year plan was counterbalanced by the ignorance of policy officials to combat the problem of food shortage. Agricultural production was unable to keep pace with the increase in population, ^a ~~the~~ ^{fundamental} ~~problem~~ ^{problem} which was widely neglected by Mao, who was ^{both} ~~an~~ ^{ambitious} ~~and~~ ^{and} impatient in ~~trying~~ ^{attempting} to ~~to~~ create a command ~~state~~ ^{state} economy.

Cracks were shown by the end ~~of~~ of the plan, but ~~the~~ ^{the} propaganda only broadcasted impressive looking numbers such as the economic growth of 9%, ~~but~~ ^{and} concealed information about failures of ^{the} agricultural sector. Again his confidence in the fact that peasant opposition or any negative comments about the party were severely suppressed. Peasants simply obeyed and continued to work very hard to do. Overall, failures in ~~the~~ ^{the} grain production was outweighed by the 'triumphal' success in modernizing the industries, such as the production of 19 million tonnes of steel (as opposed to 15 million ~~tonnes~~ ^{tonnes} but was expected) allowed the enthusiasm of the people to continue.

General Grain, the figurative metaphor behind the drive, only achieved an increase in the production in materials, but not manufactured goods. It is true that the production of coal peaked at 290 million tonnes in 1960, but many of these were not effectively converted into goods that improve the quality of life. Politicians were too shortsighted to see really how the Chinese population lacked transportation links, entrepreneurship and efficient ~~the~~ ways to transform the country into a truly industrial state. Lack of skills of labour was a main barrier to progress, but yet it was ignored by myopic vision. Mao himself continued largely to look as he ^{only} wanted China to surpass its potential ~~in~~ ^{the number of quantity of production} ~~in~~ ^{the numbers} but ~~not~~ ^{not} in any else. Therefore, it could be concluded that ~~proposed~~ ^{it} was those who were at the top of the political hierarchy who were responsible for the failure in production, & because they failed to direct resources to ^{areas} ~~areas~~ ^{that} ~~so~~ that needed most attention; urban population doubled from 47 million to 100 million is an indication of how there was a 'urban bias' in CCP's policies.

The Great Famine, ~~was~~ the cause of production failure, was caused ~~by~~ a combination of factors. Weather conditions and climate were important, but they were not the main trigger of the 'art of mismanagement'.

The adoption of the co-operative theories of Trofim Lydenko was placed detrimental on peasants blindly followed the instructions to do deep ploughing and close ploughing. Two agricultural experiments were again endorsed by the officials, which caused a number of crop failures - in heavy ploughing output level of grain fell by 50%. Although Khrushchev was not responsible also increased the ~~importance~~ impact of the famine, it was not the major reason of ^{the} number of deaths.

In conclusion, ~~the~~ Mao ~~is~~ ~~not~~ ~~to~~ ~~be~~ ~~blamed~~ ~~for~~ ~~the~~ ~~failure~~ ~~of~~ ~~the~~ ~~Great~~ ~~Leap~~ ~~Forward~~ was largely responsible for failures in production.

Two was helped by the ~~idea~~ theory of democratic centralism, when no opponents were not allowed to correct his wrongdoings, namely the 2nd Conference in July 1958, when Peng was attacked and dismissed for ~~opposing~~ ~~the~~ ~~line~~ ~~of~~ ~~the~~ ~~Great~~ ~~Leap~~ ~~Forward~~. On the one hand, peasant opposition was not responsible for a very large extent because of the lack of ~~the~~ ~~Party~~ ~~leaders~~ ~~to~~ ~~listen~~ ~~to~~ ~~the~~ ~~peasants~~ ~~advice~~ ~~and~~ ~~to~~ ~~correct~~ ~~his~~ ~~mistakes~~.

This is a level 4 response. There is some analysis and attempt to explain the links between the key feature of the period and the question. The material on the stated factor is not developed in the same depth as the alternatives bit there is clear attempt to address the question here. The knowledge used is sufficient to address the question and the answer is communicated well.

Question 4

On Question 4, stronger responses were targeted on how accurate it is to say that there was continuous improvement in education and healthcare provision in the years 1949-76. These also included an analysis of relationships between key issues and a focus on the concept (change/continuity) in the question. Sufficient knowledge to develop the argument was demonstrated too (e.g. expansion of higher education, success of barefoot doctors, improvements resulting from healthcare campaigns). Judgements made about the extent to which there were continuous improvements were reasoned and based on clear criteria. Higher scoring answers were also clearly organised and effectively communicated. Weaker responses tended to be generalised and, at best, offered a fairly simple, limited analysis of the extent to which there was continuous improvement in education and healthcare provision in the years 1949-76. Low scoring answers also often lacked focus on change/impact or were essentially a description of the measures introduced during the period under discussion. Where some analysis using relevant knowledge was evident, it tended to lack range/depth (e.g. limited comments the impact of the Cultural Revolution). Furthermore, such responses were often fairly brief, lacked coherence and structure, and made unsubstantiated or weakly supported judgements.

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 Question 3 Question 4

Between the years of 1949 to 1976 ^{there} ~~it~~ was ~~seen~~ a monumental change in the way China was governed. This ultimately affected the state of education and healthcare in China, ~~the~~ The statement a "continuous improvement" to a large extent is incorrect, because healthcare saw a dramatic decline during the Great Leap Forward, along with education being disrupted during the Cultural Revolution. However improvements in both health care and education were seen at the beginning of the 1970's, with implementations of new language reforms and the increase in barefoot doctors. But this idea of 'continuous improvement' cannot be seen during this time, it can be viewed more as a significant decline, and then a time of redemption in the later years.

Education in the early stages of the CCP was significantly ^{poor} ~~low~~, 88% of China's population were peasants, and of that percentage only 15% were ~~literate~~ ^{uneducated}. This meant that China had a predominantly ~~illiterate~~ ^{uneducated} workforce, leading to an inability to farm effectively and ~~it~~ in the Eastern provinces of Guangdong and Anhui ^{agricultural} ~~farm~~ output had fallen dramatically by 20%. The decreasing



numbers of output were because of the workforce unable to use the capital effectively. However, despite this fall in output of food, the level of healthcare in China was on the rise. In 1954, the implementation of the first 5-year-plan saw dramatic boosts in grain output, particularly on the Eastern Coastal regions where soil was fertile. Each year of the first 5-year-plan saw agricultural output increase ~~to~~ 9 times higher than the previous year. This constant increase in production of food meant that the population were not malnourished and the peasantry were able to eat from the land, as and when they liked.

Although, this time of nourishment and prospering health was short lived. In 1958, Mao Zedong imposed a second 5-year-plan in the hopes of increasing agricultural output, when in reality the inverse happened. Faulty science and economic planning is to blame for the rapid decline in healthcare, notable policies being Lysenkoism and sparrowcide. Lysenkoism was a policy adopted from the USSR, in which grains are tightly packed together in a ditched that is doused with excessive amounts of fertiliser, the outcome was unfortunate, because crops such as rye and barley were rotten and the ground made completely infertile. The aim of Lysenkoism was to raise yield by 16 times, when in actual fact yield was

decreased by over 10 times. Another tragic and ironic policy is sparrowcide, where 80% of the Eurasian Sparrow population were killed, due to Mao believing they ate the grain. Mao was misinformed, because the sparrows ate the locusts, who ate the grain. Both of these policies combined led to mass famine across all of China, a staggering figure of 20-40 million died because of malnourishment and hunger. Historian Frank Dikötter believes the figure to be over 50 million. Such an event as the Great Famine of 1958 to 1962, can be seen as the ultimate event which saw the drastic fall of China's healthcare and well-being.

Unfortunately, the years after the Great Famine were not a prosperous time for China's education either. From 1966 onward, Mao had started the cultural revolution, where he created a Red Guards, which were essentially rebellious students, and in doing so these students became loyal to Mao and rejected formal education. The Red Guards showed their sovereignty to Mao by rejecting any formal, traditional teachings, and instead read his Red Book covering the topics of 'Class Struggles' and dislike toward Capitalism. The dismissal of school saw 130 million students refusing to go to school from 1966 to 1970, this caused detrimental problems, because the younger generation were becoming uneducated and dismissive



of ~~the~~ traditional subjects. 10% of students attended schools after 16 years of age, 1% attended Uni, and only 16% of the CCP officials were formally educated. The latter caused severe problems in the governing of the party as the most senior officials were not well versed in the ~~good~~ policies needed to create an effective government. Due to most of the party being uneducated, it can be viewed that little emphasis was put on learning, because the importance of ~~it~~ ^{education} was lost in the incessant teachings of Mao in the Little Red Book.

On the other hand, the Cultural Revolution was not a complete failure for education. As part of the '4 olds' campaign, traditional Chinese characters were replaced with the simplified Pinyin characters. This meant that Chinese was significantly easier to read and write, which meant that people who received poor education could still use the simplified characters with more ease. This replacement of traditionalism saw the literacy ~~levels~~ ^{rate} of China ~~it~~ reach ^a promising levels of 90%, which meant that less of the workforce were illiterate and a wider majority of the population can work in professions that require skills like reading and writing. The number of universities had also increased from 300 in 1960 to 1286 in 1970, which meant that not only were the population more skilled, but they had ^{more} access to higher

education.

The Healthcare began to see substantial improvements from 1967 onwards, because of the introduction of bare foot doctors. Bare foot doctors were trained in practical medicine for 6-months and then were sent off to the rural areas to help ~~any~~ ill peasants. The name derives from their ability to reach remote, primitive areas that would otherwise be unreachable, if they did not travel by feet. They were a success in healthcare because it meant that peasants and farmers could receive healthcare that they would not usually ~~not~~ obtain. By 1973, there were 1 million barefoot doctors which shows clear success in this particular policy. ~~However, it~~ ~~was~~ The doctors were also able to tell the peasants about hygiene and how it ~~is~~ ~~is~~ the dangers of contaminating diseases such as cholera from dirty water supplies. However, it must be noted that Barefoot doctors had to work in primitive conditions, meaning they performed in contaminated areas, which increased the risk of ~~receiving~~ receiving diseases, Dr. Din Qiao mentioned that patients frequently died from bacterial infections due to the primitive conditions.

Overall, it was not a time of "continued improvement" but rather a time of gradual improvement. From

1949 to 1956⁶ the state of education and healthcare are viewed as predominantly negative, due to the illiteracy rates of the peasantry and the mass hunger and malnourishment of the Great Leap forward. However notable improvements in both areas can be seen in the Cultural Revolution, where barefoot doctors were able to reach peasants and ~~education~~ literacy rates were improved by the implementation of a simplified language reform. Thus the general consensus, is that education and healthcare was failing in the first half of CCP, but improving in the second half.

This is a level 3 response. It is focused on changes in healthcare and education but not always on 'provision' and there is occasional drift into a narrative of the period. For example, the material on Lysenkoism is not relevant in addressing this question. These factors prevent it accessing level 4

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

Section A

Value of Source Question 1(a)

- Candidates must be more prepared to make valid inferences rather than to paraphrase the source
- Candidates should be prepared to back up inferences by adding additional contextual knowledge from beyond the source
- Candidates need to move beyond stereotypical approaches to the nature/purpose and authorship of the source e.g. look at the specific stance and/or purpose of the writer
- Candidates should avoid writing about the deficiencies of the source when assessing its value to the enquiry

Weight of Source Question 1(b)

- Candidates should be prepared to assess the weight of the source for an enquiry by being aware that the author is writing for a specific audience. Be aware of the values and concerns of that audience.
- Candidates should try to distinguish between fact and opinion by using their contextual knowledge of the period
- In coming to a judgement about the nature/purpose of the source, candidates should take account of the weight that may be given to the author's evidence in the light of his or her stance and/or purpose
- In assessing weight, it is perfectly permissible to assess reliability by considering what has been perhaps deliberately omitted from the source

Section B

Essay questions

- Candidates must provide more factual details as evidence. Weaker responses lacked depth and sometimes range
- Candidates should take a few minutes to plan their answer before beginning to write
- Candidates should pick out three or four key themes and then provide an analysis of (for e.g.) the target significance mentioned in the question, setting its importance against other themes rather than providing a description of each

- Candidates would benefit from paying careful attention to key phrases in the question when analysing and use them throughout the essay to prevent deviation from the central issues and concepts
- Candidates should try to explore links between issues to make the structure flow more logically and the arguments more integrated.

