

Specimen papers

Paper 3
Modern Depth Study

GCSE (9-1) History

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in History (1HI0)

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.



Specimen assessment materials for
first teaching September 2016

Paper 3: Modern depth study (1HI0/32)

Option 32: Mao's China c1945–76

Modern depth study: Mao's China c1945–76

Question	
1	<p>Give two things you can infer from Source A about life for families in towns in China after Mao came to power in 1949.</p> <p>Target: Source analysis (making inferences). AO3: 4 marks</p>
Marking instructions	
<p>Award 1 mark for each valid inference up to a maximum of two inferences. The second mark for each example should be awarded for supporting detail selected from the source.</p> <p>e.g.</p> <ul style="list-style-type: none"> • <i>Housing conditions improved for families after Mao came to power (1). More than 100 families had moved into new apartments or houses (1).</i> • <i>Family life was made easier (1). We just tell the office and it sends repairmen immediately (1).</i> • <i>Family housing was well maintained (1). The homes of other families have been brought up-to-date (1).</i> <p>Accept other appropriate alternatives.</p>	

Question		
2		<p>Explain why the Chinese Communist Party (CCP) achieved victory in the civil war of 1945–49.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the Guomindang • the Huai-Hai Campaign. <p>You must also use information of your own.</p> </div> <p>Target: Analysis of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 6 marks AO1: 6 marks</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1]
2	4–6	<ul style="list-style-type: none"> • An explanation is given, showing limited analysis and with implicit or unsustainable links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] <p><i>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	7–9	<ul style="list-style-type: none"> • An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] <p><i>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	10–12	<ul style="list-style-type: none"> • An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The middle mark in each level may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- The Goumindang government lost support due to high inflation and the brutality of the Blueshirts in Guomindang controlled areas.
- Chiang's (Jieng) leadership was unpopular. It was seen as corrupt, with aid from the USA finding its way into the pockets of Chiang and his family.
- Communist victory was due to the support of the peasants for Mao because they were impressed with the land reform policies of the Chinese Communist Party and the disciplined behaviour of the PLA.
- Mao's leadership skills were crucial to the victory of the CCP. It was Mao who decided on the successful guerrilla tactics of the PLA and drew up the plans for the military campaigns.
- The Huai-Hai campaign strengthened the position of the Communists decisively. The Nationalists were severely weakened as a result of the death, capture or conversion to Communism of more than half a million soldiers during the campaign.
- The three main Nationalist forces were destroyed by the Communists in late 1948 and early 1949 and Chiang (Jieng) lost support, from both inside and outside China, with each successive victory.

Question		
3 (a)		How useful are Sources B and C for an enquiry into the achievements of the Great Leap Forward? Explain your answer, using Sources B and C and your knowledge of the historical context. Target: Analysis and evaluation of source utility. AO3: 8 marks
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance¹. Simple comprehension of the source material is shown by the extraction or paraphrase of some content. Limited contextual knowledge is deployed with links to the sources.
2	3–5	<ul style="list-style-type: none"> Judgements on source utility for the specified enquiry are given, using valid criteria. Judgements are supported by developed comment related to the content of the sources and/or their provenance¹. Comprehension and some analysis of the sources is shown by the selection and use of material to support comments on their utility. Contextual knowledge is used directly to support comments on the usefulness of the content of the sources and/or their provenance.
3	6–8	<ul style="list-style-type: none"> Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance¹ affects the usefulness of the source content. The sources are analysed to support reasoning about their utility. Contextual knowledge is used in the process of interpreting the sources and applying criteria for judgements on their utility.

Notes

1. Provenance = nature, origin, purpose.

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

No credit may be given for contextual knowledge unless it is linked to evaluation of the sources.

No credit may be given for generic comments on provenance which are not used to evaluate source content.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Source B

The usefulness could be identified in terms of the following points which could be drawn from the source:

- It claims that the Great Leap Forward promoted progress in agriculture with the setting up of people's communes.
- It suggests that the Great Leap Forward led to progress in industry with steel output doubling.
- It provides evidence of increased output in agriculture, with grain production more than doubling between 1957 and 1958.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- The speech is made by a leading member of the Chinese Government the year after the beginning of the Great Leap Forward. He should have knowledge of its industrial and agricultural achievements.
- The evidence is from a speech that would have been given to promote the Great Leap Forward and try to silence criticism and so probably exaggerate its achievements.

Knowledge of the historical context should be deployed to support inferences to assess the usefulness of information. Relevant points may include:

- As part of the Great Leap Forward (Second Five Year Plan) the development of communes expanded rapidly and, by the end of 1958, 700 million people were living in communes.
- Steel production expanded during the early stages of the Great Leap Forward because of the introduction of backyard furnaces.

Source C

The usefulness could be identified in terms of the following points which could be drawn from the source:

- The source suggests that there was a fall in bread and rice production during the Great Leap Forward.
- The source suggests that most of the iron that was produced during the Great Leap Forward was of a poor quality and could not be used.
- It claims that the result of peasants not being allowed to work in the fields during the planting season but having to work in mines and at home-made furnaces instead failed to increase steel production and led to a decrease in food supplies

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- The evidence is from a Soviet scientist who had first-hand knowledge of the Great Leap Forward and its effects on industry and agriculture.
- Relations had deteriorated between China and the Soviet Union by the time the account was written and it may exaggerate the worst effects of the Great Leap Forward.

Knowledge of the historical context should be deployed to support inferences and/ or to assess the usefulness of information. Relevant points may include:

- Agricultural production was maintained by a good harvest in 1958 but in 1959 food shortages occurred with rationing being introduced; between 1959 and 1962 it is estimated that 20 million people died of starvation.
- Steel produced by the backyard furnaces was frequently too weak to be of any use and could not be used in construction, which was its original purpose.

Question		
3 (b)		<p>Study Interpretations 1 and 2. They give different views about the achievements of the Great Leap Forward. What is the main difference between the views? Explain your answer, using details from both interpretations.</p> <p>Target: Analysis of interpretations (how they differ). AO4: 4 marks</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> Limited analysis of the interpretations is shown by the extraction or paraphrase of some content, but differences of surface detail only are given, or a difference of view is asserted without direct support.
2	3–4	<ul style="list-style-type: none"> The interpretations are analysed and a key difference of view is identified and supported from them.
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Indicative content guidance</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive and other relevant material not suggested below must also be credited.</p> <ul style="list-style-type: none"> A main difference is that Interpretation 1 emphasises the failures of the Great Leap Forward suggesting that the 'backyard steel' campaign failed and that too many peasants were diverted from working in the fields. Interpretation 2, on the other hand, emphasises the successes of the Great Leap Forward, especially the increased output in industry and agriculture and the rapid establishment of the communes. 		

Question		
3 (c)		Suggest one reason why Interpretations 1 and 2 give different views about the achievements of the Great Leap Forward. You may use Sources B and C to help explain your answer. Target: Analysis of interpretations (why they differ). AO4: 4 marks
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> A simple valid explanation is offered but displaying only limited analysis. Support for the explanation is based on simple undeveloped comment or on the selection of details from the provided material or own knowledge, with only implied linkage to the explanation.
2	3–4	<ul style="list-style-type: none"> An explanation of a reason for difference is given, analysing the interpretations. The explanation is substantiated effectively.
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Indicative content guidance</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive. The examples below show different approaches to explaining difference, any one of which may be valid. Other valid material must be credited.</p> <ul style="list-style-type: none"> The interpretations may differ because they give different weight to different sources. For example, Source C provides some support for Interpretation 1, which stresses the failures of the Great Leap Forward, while Source B provides some support for Interpretation 2 which emphasises the successes of the Great Leap Forward, especially the setting up of communes. The interpretations may differ because they are partial extracts: Interpretation 1 deals with backyard furnaces and the production of steel; Interpretation 2 deals with industrial output in the first year of the Great Leap Forward. The interpretations may differ because the authors have a different emphasis, with Interpretation 1 dealing with the impact of the backyard furnace campaign and Interpretation 2 focusing on the apparent successes in industrial and agricultural output. 		

Question		
3 (d)		<p>How far do you agree with Interpretation 2 about the achievements of the Great Leap Forward? Explain your answer, using both interpretations, and your knowledge of the historical context.</p> <p>Target: Analysis and evaluation of interpretations. AO4: 16 marks Spelling, punctuation, grammar and the use of specialist terminology (SPaG): up to 4 additional marks</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> Answer offers simple valid comment to agree with or counter the interpretation. Limited analysis of one interpretation is shown by selection and inclusion of some detail in the form of simple paraphrase or direct quotation. Generalised contextual knowledge is included and linked to the evaluation.
2	5–8	<ul style="list-style-type: none"> Answer offers valid evaluative comment to agree with or counter the interpretation. Some analysis is shown in selecting and including details from both interpretations to support this comment. Some relevant contextual knowledge is included and linked to the evaluation. An overall judgement is given but its justification is insecure or undeveloped and a line of reasoning is not sustained.
3	9–12	<ul style="list-style-type: none"> Answer provides an explained evaluation, agreeing or disagreeing with the interpretation. Good analysis of the interpretations is shown indicating difference of view and deploying this to support the evaluation. Relevant contextual knowledge is used directly to support the evaluation. An overall judgement is given with some justification and a line of reasoning is generally sustained.
4	13–16	<ul style="list-style-type: none"> Answer provides an explained evaluation reviewing the alternative views in coming to a substantiated judgement. Precise analysis of the interpretations is shown, indicating how the differences of view are conveyed and deploying this material to support the evaluation. Relevant contextual knowledge is precisely selected to support the evaluation. An overall judgement is justified and the line of reasoning is coherent, sustained and logically structured.
Marks for SPaG		
Performance	Mark	Descriptor
	0	<ul style="list-style-type: none"> The learner writes nothing. The learner's response does not relate to the question. The learner's achievement in SPaG does not reach the threshold performance level, e.g. errors in spelling, punctuation and grammar severely hinder meaning.
Threshold	1	<ul style="list-style-type: none"> Learners spell and punctuate with reasonable accuracy. Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall. Learners use a limited range of specialist terms as appropriate.
Intermediate	2–3	<ul style="list-style-type: none"> Learners spell and punctuate with considerable accuracy. Learners use rules of grammar with general control of meaning overall. Learners use a good range of specialist terms as appropriate.
High	4	<ul style="list-style-type: none"> Learners spell and punctuate with consistent accuracy. Learners use rules of grammar with effective control of meaning overall. Learners use a wide range of specialist terms as appropriate.

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

No credit may be given for contextual knowledge unless it is linked to evaluation of the interpretations.

In all levels, the second sentence relates to analysis and while the rest relate to evaluation. The following rules will apply:

- In Level 1, answers that meet the requirements only in relation to analysis without evidence of evaluation should be awarded 1 mark.
- In other levels, answers that meet the requirements only in relation to analysis (but that also fully meet the descriptors for evaluation of the level below) should be awarded no more than the bottom mark in the level.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

The interpretation to be evaluated suggests that the Great Leap Forward had positive achievements.

Relevant points from the provided material and own knowledge that support the interpretation may include:

- Interpretation 2 supports the claim with evidence of increased steel production from backyard furnaces.
- Interpretation 2 supports the claim because it says that there were major increases in the production of grain and cotton and the rapid setting up of communes.
- Claims of success are supported by the fact that, by the end of 1958, 90 per cent of the population had been placed in communes.
- The Great Leap Forward had positive achievements such as the many impressive construction projects that were completed in record time e.g. a gigantic dam built near Beijing.
- A positive achievement of the Great Leap Forward was the fact there is evidence of some increase in the production of steel and in the output of heavy industries.

Relevant points from the provided material and own knowledge that counter the view may include:

- Interpretation 1 suggests that the Great Leap Forward was a failure by emphasising that much of the steel produced in backyard furnaces was not fit for industrial use.
- Interpretation 1 shows that by taking people away from the fields to work at the backyard furnaces the amount of food which could be produced decreased.
- The failure of the Great Leap Forward is shown by its effects on industry, with old and overworked machines in factories falling apart under the strain of the demand for increased production.
- There were poor grain harvests in 1959 and 1960 and grain production fell from 170 million tonnes to 144 million tonnes.
- Claims that the Great Leap Forward was a failure are supported by the scale of the famine that followed, killing around 9 million people in 1960 alone.