Sample 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, 1945-76

Question	
1	Give two things you can infer from Source A about support for Mao Zedong in 1966.
	Target: Source analysis (making inferences).
	AO3: 4 marks.
Marking instructions	

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.

e.g.

- *Mao had succeeded in indoctrinating the young people who were at the rally **(1)**. They recited over and over again passages from Chairman Mao's writing **(1)**.*

- *Mao had achieved a cult status among the Red Guard **(1)**. They came with portraits of Chairman Mao held high **(1)**.*

- *Mao's leadership achieved almost robotic following **(1)**. Many of them wrote the same words on their copies of his writings **(1)**.*

Accept other appropriate alternatives.

Question		
2		Explain why the Great Leap Forward failed to achieve its aims.
		You may use the following in your answer: • backyard furnaces • Mao's leadership You must also use information of your own.
		Target: Analysis of second order concepts: causation [AO2]. Knowledge and understanding of features and characteristics [AO1]. **AO2:** 6 marks. **AO1**: 6 marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–3**	• 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**	• An explanation is given, showing limited analysis and with implicit or unsustained 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] *Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.*
3	**7–9**	• 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] *Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.*
4	**10–12**	• 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] *No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.*

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:

- All over China, people were asked to set up backyard blast furnaces and produce steel but this was a failure because the steel produced was often unusable as it was of very poor quality.

- The backyard production method led to the Plan's failure because it took many workers away from their fields, which meant needed food was not being harvested.

- Mao was a reason for the failure of the Great Leap Forward because he was in too much of a hurry and he did not give enough thought to the practical problems caused by its introduction.

- Mao was responsible for its failure because he made the decision to focus on the backyard furnaces and move peasants from the countryside where they were needed.

- The Great Leap Forward failed because of the weather. The excellent growing weather of 1958 was followed by a very poor growing year in 1959. Some parts of China were hit by floods.

- The Great Leap Forward failed because it did not have the technical expertise needed from the Soviet Union. Khrushchev ordered all Soviet scientists and technicians to leave China.

Question	
3 (a)	How useful are Sources B and C for an enquiry into the aims of the Hundred Flowers campaign, 1956–57? 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**	• A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance[1]. 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**	• 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 provenance[1]. 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**	• Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance[1] 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 is useful because it suggests that the aim of the Hundred Flowers Campaign was to encourage as much criticism as possible with numerous posters issued by 22 May.

- It is also useful because it suggests that the campaign was encouraging criticism of the government with references to 'democratic wall' and 'garden of freedom'.

- It is useful because it suggests that one of the aims was to encourage criticism from intellectuals such as student groups in the University of Peking.

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:

- This is an article which was published during the Hundred Flowers campaign from a national newspaper which provides evidence of Mao's original stated aims.

- The newspaper was not controlled by the government and would have been able to provide accurate evidence about the Hundred Flowers campaign at Peking University.

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

- Mao had travelled widely throughout China during the early 1950s and had always been received very warmly. He appears to have believed that it was now possible to allow greater freedom of expression in China.

- Mao had also heard that local CCP officials had been accused of acting heavy-handedly and wanted to hear other opinions.

Source C

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

- The source is useful because it suggests that, because the campaign had led to criticism from the right of Mao and the Chinese Communist Party, his aim had changed.

- The source is also useful because it suggests that Mao's aim in the campaign was to flush out enemies of the Party and the government.

- The source is useful because it suggests that the aim of the Hundred Flowers campaign was to punish those who criticised Mao and the CCP.

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

- This article was written after there had been a flood of criticism of the Party and Mao had become concerned about the scale and nature of this criticism.

- The article is from Mao himself to members of the CCP and should provide useful evidence of the views he wished to convey at this stage of the Hundred Flowers campaign.

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

- The Hundred Flowers campaign lasted only five weeks because Mao was genuinely surprised by the volume and nature of the criticism that it encouraged.

- Mao had previously used the 'Three Antis' and 'Five Antis' campaigns of 1952 to flush out so-called opponents of the CCP such as merchants and factory owners.

Question		
3 (b)		Study Interpretations 1 and 2. They give different views of the aims of the Hundred Flowers Campaign, 1956–57. What is the main difference between the views? Explain your answer, using details from both interpretations.
		Target: Analysis of interpretations (how they differ). **AO4**: 4 marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–2**	• 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**	• The interpretations are analysed and a key difference of view is identified and supported from them.

Marking instructions

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

Indicative content guidance

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.

• A main difference is that Interpretation 1 emphasises that Mao was using the Hundred Flowers campaign to root out opponents of the Party and himself as it suggests that he was setting a trap for them. Interpretation 2 emphasises that Mao encouraged criticism as a way of bringing about reform through a discussion prompted by speeches, letters and debates.

Question	
3 (c)	Suggest **one** reason why Interpretations 1 and 2 give different views about the aims of the Hundred Flowers campaign, 1956–57. 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**	• 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**	• An explanation of a reason for difference is given, analysing the interpretations. The explanation is substantiated effectively.

Marking instructions

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

Indicative content guidance

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.

- The interpretations may differ because they have given weight to different sources. For example Source B provides some support for Interpretation 2 which stresses that the aim was to encourage discussion and reform, while Source C provides some support for Interpretation 1's emphasis on the aim being to identify critics of the CCP, especially intellectuals.

- The interpretations may differ because they are partial extracts: Interpretation 1 deals with the aims of the campaign and its targets; Interpretation 2 deals with the methods used to encourage criticism and debate.

- They may differ because the authors have a different emphasis, with Interpretation 2 dealing with Mao's publicly expressed aims for the Hundred Flowers campaign and Interpretation 1 with his more underlying and hidden aims.

Question		
3 (d)		How far do you agree with Interpretation 2 about the aims of the Hundred Flowers Campaign, 1956–57? Explain your answer, using both interpretations and your knowledge of the historical context. **Target**: Analysis and evaluation of interpretations. **AO4**: 16 marks. **Spelling, punctuation, grammar and the use of specialist terminology (SPaG)**: up to 4 additional marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–4**	• 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**	• 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**	• 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**	• 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 judgment is justified and the line of reasoning is coherent, sustained and logically structured.
Marks for SPaG		
Performance	**Mark**	**Descriptor**
	0	• 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**	• 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**	• 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**	• 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 aim of the Hundred Flowers campaign was to bring about reform.

Relevant points from the provided material and own knowledge which support the claim made in the interpretation may include:

- Interpretation 2 supports the claim that the aim of the Hundred Flowers campaign was to bring about reform by stressing that it was to allow intellectuals to discuss the problems faced by China.

- Interpretation 2 supports the claim that the aim was to encourage reform by suggesting that he hoped that socialist ideals would provide a way forward.

- Claims that his aims were to encourage reform are supported by the fact that Mao hoped to win support for his policy of collectivisation from intellectuals by encouraging criticism.

- Claims that his aims were to encourage reform are supported by Mao's determination to highlight the difference between Russian and Chinese communism. In Russia there was repressive communism but the Hundred Flowers campaign showed that people could criticise.

- Claims that his aims were to encourage reform are supported by Mao's belief that some members of the CCP had lost touch with the people and were behaving like tyrants.

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

- Interpretation 1 suggests that his aim was to use the Hundred Flowers campaign so he could identify opponents of the CCP and victimise them.

- Interpretation 1 suggests that Mao's aim was to remove those that threatened the CCP and his own position, more especially intellectuals and the educated because they were more likely to speak up.

- Claims that his aims were to identify and intimidate opponents of the CCP are supported by the fact that the Hundred Flowers campaign led to an Anti-Rightist campaign which identified and punished intellectuals and other critics.

- Claims that his aims were to identify and intimidate opponents of the CCP are supported by the expulsion from the Party of Ding Ling, a prominent novelist who had long criticised Mao and the CCP, during the Hundred Flowers Campaign.

- Claims that his aims were to identify and intimidate opponents of the CCP are supported by Mao's fears that intellectuals would undermine his own position as leader of the CCP and needed to be identified and 'weeded out'.