



Oxford Cambridge and RSA

GCSE

History A (Explaining the Modern World)

J410/01: China 1950-1981: The people and the state

General Certificate of Secondary Education

Mark Scheme for June 2023

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:

- there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.












9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*

10. For answers marked by levels of response:

- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

<i>Stamp</i>	<i>Ref No.</i>	<i>Annotation Name</i>	<i>Description</i>
 1	1191	Tick 1	Level 1
 2	1201	Tick 2	Level 2
 3	1211	Tick 3	Level 3
 4	1221	Tick 4	Level 4
 5	1231	Tick 5	Level 5
 SEEN	811	SEEN	Noted but no credit given
 NAQ	501	NAQ	Not answered question
 	1371	H Wavy Line	Extendable horizontal wavy line
 BP	1681	BP	Blank page
	151	Highlight	Highlight

1. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader/PE.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.

2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.

3 Candidates' answers must be relevant to the question. Beware of seemingly prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

Spelling, punctuation and grammar and the use of specialist terminology (SPaG) mark scheme

High performance 4–5 marks	<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
Intermediate performance 2–3 marks	<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
Threshold performance 1 mark	<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
No marks awarded 0 marks	<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, for example errors in spelling, punctuation and grammar severely hinder meaning

Awarding Spelling, Punctuation and Grammar and the use of specialist terminology to scripts with a scribe coversheet

- a. If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:
- i. Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.
 - ii. Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.
 - iii. Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (e.g. grammar only)	Mark if candidate eligible for two thirds (e.g. grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3
5	2	3

- b. If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point a. above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
- c. If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point a. above.
- d. If you come across a typewritten script **without** a cover sheet please check with the OCR Special Requirements Team at who srteam@ocr.org.uk can check what access arrangements were agreed.
- e. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

International Relations: the changing international order 1918–c.2001

1. Outline how the USA took action against the spread of communism around the world in the 1960s.

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5]
Additional Guidance	All content is indicative only and any other correct examples should also be credited.

Levels	Indicative content	Marks
<p>Level 3</p> <p>Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. This is presented as a narrative that shows a clear understanding of the sequence or concurrence of events.</p>	<p>Level 3 answers will typically develop in detail two examples of US action against the spread of communism around the world in the 1960s</p> <p><i>The USA took action in the 1960s by trying to remove the communist leader of Castro through the Bay of Pigs invasion (2). Although it failed, the US did not give up and tried many ways to assassinate Castro to overthrow his regime (3). They also got involved in war in Vietnam to keep the Northern communists and vietcong from overthrowing the capitalist leaders of South Vietnam (4). They trained the army in the south and sent hundreds of thousands of their own ground troops to fight against the communists (5).</i></p> <p>Nutshell: Develops TWO identification/example- rationale or actions NB 4 marks if L2 example only gained 2 marks.</p>	4–5
<p>Level 2</p> <p>Response demonstrates some accurate knowledge and understanding that is relevant to the question. This is presented as a narrative that shows some understanding of the sequence or concurrence of events.</p>	<p>Level 2 answers will typically develop in detail one example of US action against the spread of communism around the world in the 1960s.</p> <p><i>e.g. In the 1960s the USA began to take military action in Vietnam where they feared the communist North would take over the capitalist South (2). They did this using Operation Rolling Thunder, including dropping napalm and Agent Orange to reveal Vietcong bases.(3).</i></p> <p>Nutshell: Develops ONE identification/example- rationale or actions NB: Do not credit generic issues at this level (such as 'containment') unless linked to specific US actions in the 1960s. NB: 2 identified examples about Cuba are possible: Bay of Pigs AND CMC</p>	2–3
<p>Level 1</p> <p>Response includes some knowledge that is relevant to the question.</p>	<p>Level 1 answers will typically outline very simply one or more actions or arenas of involvement in the 1960s e.g.</p> <p><i>Got involved in Vietnam. Launched the Bay of Pigs Put sanctions on Castro. They put a naval blockade on Cuba. They took action against the spread of communism around the world in the 1960s by standing up to the communists The USA followed the policy of containment They used napalm. USA put money into non-communist countries to encourage them to resist communism.</i></p> <p>Nutshell: SIMPLE identifications of arena or action.</p>	1
<p>Level 0 No response or no response worthy of credit.</p>	<p>DO NOT CREDIT Marshall Plan, Berlin Blockade and Airlift, Berlin Wall.</p>	0

2. Explain why there was tension in Europe in the 1930s.

Levels	Indicative content	Marks
Level 5 <ul style="list-style-type: none"> Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question. 	<p>Level 5 answers will typically identify two reasons for tension and explain them e.g.</p> <p><i>Hitler came to power in the 1930s and took aggressive action to make Germany stronger. He left the League of Nations in 1934, reintroduced conscription in 1935, and in 1936 German troops marched into the Rhineland, which was forbidden under the terms of the Treaty of Versailles. This made France feel threatened as there were now German troops stationed on her border. (8 marks)</i></p> <p><i>The League of Nations was weak in the 1930s and countries lost confidence in it. For example, in the Manchurian and Abyssinian invasions, the aggressive actions of dictators were not challenged. This encouraged Hitler to think that he could get away with more, which led to tensions with Britain and France when Hitler demanded the Sudetenland. (10 marks)</i></p> <p>Nutshell: Explains how TWO issues cause tension. NB: Lower mark for threshold answer.</p>	9–10
Level 4 <ul style="list-style-type: none"> Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question. 	<p>Level 4 answers will typically identify and explain why one reason caused tension e.g.</p> <p><i>Hitler came to power in the 1930s and took aggressive action to make Germany stronger. He left the League of Nations in 1934, reintroduced conscription in 1935, and in 1936 German troops marched into the Rhineland, which was forbidden under the terms of the Treaty of Versailles. This made France feel threatened as there were now German troops stationed on her border (8 marks).</i></p> <p>Nutshell: Explains how ONE issue causes tension NB: Lower mark for threshold answer.</p>	7–8
Level 3 <ul style="list-style-type: none"> Response demonstrates accurate knowledge and understanding that is relevant to the question. This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question. 	<p>Level 3 answers will typically identify and describe one or more causes of tension but will not explain how they caused tension e.g.</p> <p><i>Hitler came to power in the 1930s and took aggressive action to make Germany stronger. He left the League of Nations in 1934, reintroduced conscription in 1935, and in 1936 German troops marched into the Rhineland, which was forbidden under the terms of the Treaty of Versailles. (6 marks)</i></p> <p>Nutshell: Identify and describe causes of tension. 1 mark for each.</p>	5–6
Level 2	Level 2 answers will typically contain description of events linked to the tension in the 1930s e.g..	3–4

<ul style="list-style-type: none"> Response demonstrates some knowledge and understanding that is relevant to the question. This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question. 	<p><i>Hitler left the League of Nations in 1934, reintroduced conscription in 1935, and in 1936 German troops marched into the Rhineland.</i></p> <p><u>Alternative L2: Identifies reasons with no further development</u></p> <p><i>Hitler came to power and broke the Treaty of Versailles</i></p> <p><i>Appeasement encouraged Hitler.</i></p> <p><i>Failure of the League encouraged Hitler.</i></p> <p><i>Depression led to a breakdown in cooperation.</i></p> <p><i>Treaty of Versailles led to Hitler's election.</i></p> <p><i>Rhineland/ Sudetenland crisis</i></p> <p><i>Rearmament/ Anschluss</i></p> <p><i>Invasion of Poland</i></p> <p><i>Hoare Laval Pact/ Spanish civil war/ Stresa Front</i></p> <p><i>The fear of the spread of communism across Europe</i></p> <p>Nutshell: Identified cause of tension. 1 mark for each.</p>	
<p>Level 1</p> <ul style="list-style-type: none"> Response demonstrates basic knowledge that is relevant to the topic of the question. There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer. 	<p>Level 1 answers will typically assert general reasons e.g.</p> <p><i>Dictators threatened peace.</i></p> <p><i>Hitler came to power.</i></p> <p><i>Mussolini's actions.</i></p> <p><i>Treaty of Versailles.</i></p> <p><i>Failure of League</i></p> <p><i>Manchurian/Abyssinian invasion</i></p> <p><i>Great depression</i></p> <p><i>Appeasement</i></p> <p><i>Hitler came to power</i></p> <p>Nutshell: Generalised reasons</p>	<p>1-2</p>
<p>Level 0 No response or no response worthy of credit.</p>		<p>0</p>

3. Study Interpretation A. Do you think this is a fair comment on the British policy of appeasement? Use other interpretations of the events of 1937–1939 and your knowledge to support your answer.

Assessment Objectives	AO4 (a and d): Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. [20] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5]
Additional Guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.


Levels	Indicative content	Marks
<p>Level 5</p> <ul style="list-style-type: none"> The response has a full and thoroughly developed analysis and evaluation of the given interpretation and of other interpretations studied in order to make a convincing and substantiated judgement of the interpretations in the context of historical events studied to answer the question. The response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. 	<p>Level 5 answers will typically argue that Interpretation A is fair/unfair supported by developed use of two other interpretations e.g.</p> <p><i>A is praising Chamberlain and saying he has done a good job with appeasement and saved the country from war. Some historians would say this is unfair, for example those who support the popular political view. They would have criticised it, so I don't think Interpretation A is fair. A book was written during the war by a group calling themselves Cato, and they argued that appeasement was a foolish policy and that Chamberlain was a coward for giving in to Hitler's demands instead of standing up to him. Their view was that by appeasing Hitler at Munich Chamberlain actually encouraged him to make greater demands, and that Chamberlain should have been more aware of Hitler's ambitions, by reading Mein Kampf. (20)</i></p> <p><i>I think Interpretation A could also be a fair comment, since revisionist historians also praised Chamberlain's actions. They argued that Britain was neither economically nor militarily powerful enough to stand against Hitler's Germany in 1938 and appeasement was the right policy in order to give Britain time to rearm fully to confront Germany at a later date. They would argue that Chamberlain's 'refusal to give in' at Munich bought Britain enough time to stand against Nazi Germany when war did come, which suggests that Interpretation A is fair. (25)</i></p> <p>Nutshell: Developed use of 2 other interpretations to support / challenge Interpretation A. NB: Answers at this level can be one-sided or balanced.</p>	21–25
<p>Level 4</p> <ul style="list-style-type: none"> The response has a developed analysis and evaluation of the given interpretation and of other interpretations studied in order to make a fully supported judgement of the interpretations in the context of historical events studied to answer the question. The response demonstrates a range of accurate knowledge and understanding that is 	<p>Level 4 answers will typically argue that Interpretation A is fair/unfair supported by developed use of one other interpretation e.g.</p> <p><i>A is praising Chamberlain and saying he has done a good job with appeasement and saved the country from war. Some historians would say this is unfair, for example those who support the popular political view. They would have criticised it, so I don't think Interpretation A is fair. A book was written during the war by a group calling themselves Cato, and they argued that appeasement was a foolish policy and that Chamberlain was a coward for giving in to Hitler's demands instead of standing up to him. (18)</i></p>	16–20



<p>fully relevant to the question.</p>	<p>Nutshell: Developed use of ONE interpretation to support / challenge Interpretation A.</p>	
<p>Level 3</p> <ul style="list-style-type: none"> The response has some analysis and evaluation of the given interpretation and of other interpretations studied and uses this to make a partially supported judgement of the interpretations in the context of historical events studied to answer the question. The response demonstrates accurate knowledge and understanding that is relevant to the question. 	<p>Level 3 answers will typically argue that Interpretation A is fair/unfair and support this with relevant factual knowledge.</p> <p><i>The newspaper from the time is praising Chamberlain for avoiding war, and I think this is a fair comment based on what I know. After the terrible memories of the First World War and the impact of the Depression on Britain, the country neither wanted to fight nor had the capability to do it. People wanted to avoid the horrors of another war and this why when Chamberlain declared 'peace in our time' he was met on his return with cheering crowds and received thousands of letters praising what he had done. Because of this I'm not surprised at all by the newspaper's front page and think it's a fair comment (use of relevant factual knowledge).</i></p> <p>Alternative Level 3 answers will typically argue that Interpretation A is fair/unfair and support this with undeveloped references to other interpretations to judge fairness e.g.</p> <p><i>'A is praising Chamberlain. I don't think this is a fair comment because post revisionist historians would disagree and they criticised Chamberlain.'</i></p> <p>Nutshell: Valid argument based on contextual knowledge OR valid but undeveloped use of interpretation(s)</p>	<p>11–15</p>
<p>Level 2</p> <ul style="list-style-type: none"> The response has some analysis and evaluation of the given interpretation and limited evaluation of other interpretations studied, and links this to a judgement of the given interpretation in the context of historical events studied to answer the question. The response demonstrates some knowledge and understanding that is relevant to the question. 	<p>Level 2 answers will typically correctly describe relevant interpretations without a valid argument on the question of fairness e.g.</p> <p><i>The revisionist view would say this is fair. They argued that Britain was not ready for war and did not have a strong enough military. [does not tell us what A is saying which revisionists would disagree with]</i></p> <p><i>Historians writing straight after the war were critical of Chamberlain. Cato set this off by saying that appeasement was a foolish and cowardly policy. Ones writing in the 1960s thought he did the best job he could have done. (No source/no fairness argument).</i></p> <p>Nutshell: No or misunderstood A/ Shows knowledge of interpretations but fails to address question of fairness validly.</p>	<p>6–10</p>
<p>Level 1</p> <ul style="list-style-type: none"> The response has a basic analysis of the given interpretation and evaluates it in terms of the question. Other interpretations may be mentioned but there is no analysis or evaluation of them. The response demonstrates basic knowledge that is relevant to the topic of the question. 	<p>Level 1 answers will typically demonstrate understanding of Interpretation A and/ OR offer undeveloped or unsupported assertions about fairness e.g.</p> <p><i>Interpretation A is praising appeasement. 'The Sketch' thinks Chamberlain was a great man.</i></p> <p><i>This Interpretation is fair because I agree that Chamberlain refused to give in. This Interpretation is wrong. Chamberlain made a big mistake with appeasement..... (usually lots more contextual knowledge of events but not historians' views)</i></p>	<p>1–5</p>



	Nutshell: Shows understanding of A OR unsupported assertions about fairness.	
Level 0 No response or no response worthy of credit.		0

4. Study Interpretation B. Explain why **not** all historians and commentators have agreed with this interpretation. Use other interpretations and your knowledge to support your answer.

Assessment Objectives	AO4 (a, b and c): Analyse individual interpretations and how and why interpretations differ. [10] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5] AO2: Explain and analyse historical events and periods studied using second order historical concepts. [5]
Additional Guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level

Levels	Indicative content	Marks
<p>Level 5</p> <ul style="list-style-type: none"> The response analyses the given interpretation, and compares and contrasts a range of aspects of the given interpretation with aspects of other interpretations studied, to produce a thorough, detailed analysis of how the interpretations differ. There is a fully supported and convincing analysis of why the given interpretation and other interpretations differ, explained in terms of when the interpretations were created and their place within the wider historical debate. Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question. 	<p>Level 5 answers will typically provide developed explanations of how historian(s) or commentator(s) from two periods have disagreed with particular aspect(s) of Interpretation B and explain why at least <u>one of them</u> disagrees, e.g.</p> <p><i>In Interpretation B, Gaddis is arguing that the United States and the Soviet Union were responsible for the beginnings of the Cold War because the things that drove them were so different they were bound to clash. The two sides misunderstood each other.</i></p> <p>Orthodox historians would have disagreed with Gaddis. Writing in the 1940s and 1950s, they argued that the USSR was responsible for the Cold War because of their aggressive attempts to expand Communism across Eastern Europe after the Second World War. Bailey argued that the USA wanted world revolution.</p> <p><i>These historians were influenced by fear of persecution during the 'Red Scare' of that time, and were anxious to avoid being victimised at the hands of men like McCarthy, so wrote their accounts in such a way as to follow the anti-Soviet position of the American government. This 'self-censorship' was typical of many American historians of the time. (HOW and WHY)</i></p> <p><i>Another group of historians that would have disagreed with Gaddis were those writing in the 1960s. Many of these – including American historians – believed that the USA should shoulder the sole responsibility for the Cold War because of their aggressive attempts to control Europe through economic domination, such as the Marshall Plan. They wrote at the time of the Vietnam war. (HOW)</i></p> <p>Nutshell: Valid explanation of how views from two periods disagree, with explanation as to why at least one of these disagrees, eg HW H</p>	<p>17–20</p> 

<p>Level 4</p> <ul style="list-style-type: none"> The response analyses the given interpretation, and compares and contrasts some aspects of the given interpretation with aspects of other interpretations studied, to produce an analysis of how the interpretations differ. There is a supported analysis of why the given interpretation and other interpretations differ, explained in terms of when the interpretations were created and their place within the wider historical debate. Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question. 	<p>Level 4 answers will explain how or why historians from two different periods agree or disagree with particular aspect(s) of interpretation B. OR will explain how and why historians from the same period agree or disagree.</p> <p><i>Gaddis argued that the USA and USSR bear joint responsibility for the Cold War because their attitudes were so different they were bound to clash. Historians writing at the start of the Cold War – especially ones from the United States itself – would have disagreed and argued that the USSR’s aggressive actions in Eastern Europe (rigging elections and other methods to ensure communist governments dominated) were the cause and that American actions were a response to that (HOW) On the other hand, many historians writing after the fall of the Soviet Union would agree with Gaddis. When the Cold War ended, western historians gained access to many Soviet sources for the first time, and found evidence among these sources that suggested either superpower could be held responsible for the conflict (Stalin acted provocatively and the USA overreacted), and so argued that both were to blame. (WHY)</i></p> <p>OR</p> <p><i>Gaddis says that ‘both’ Russia and America were responsible for starting the Cold War. One group of historians that would have disagreed with Gaddis were those writing in the 1960s. Many of these – including American historians – believed that the USA should shoulder the sole responsibility for the Cold War because of their aggressive attempts to control Europe through economic domination, such as the Marshall Plan. They based this understanding on looking at how the USA was acting in Vietnam in the 1950s and 60s, where the USA used a very aggressive approach to contain communism. (HOW and WHY)</i></p> <p>Nutshell: 2H different periods or 2W different periods or H+W same period or H+W different periods</p>	<p>13–16</p> 
<p>Level 3</p> <ul style="list-style-type: none"> The response analyses the given interpretation, and compares and contrasts a few aspects of the given interpretation with aspects of other interpretations studied, to produce a partial analysis of how the interpretations differ. There is some analysis of why the given interpretation and other interpretations differ, explained in terms of when the interpretations were created and their place within the wider historical debate. Response demonstrates accurate knowledge and understanding that is relevant to the question. This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question. 	<p>Level 3 answers will typically explain how historian(s) and commentator(s) from one period disagree with particular aspect(s) of Interpretation B</p> <p>OR will explain valid reasons why historians from one period disagrees e.g.</p> <p><i>Gaddis says that ‘both’ Russia and America were responsible for starting the Cold War. American historians writing in the early years of the Cold War would have disagreed with him. These orthodox historians would have argued that the USSR was responsible for the Cold War because of their aggressive attempts to expand Communism across Europe after the Second World War, by rigging elections and other methods to ensure communist governments dominated. (HOW-11 marks)</i></p> <p>OR</p> <p><i>Historians writing in the USSR would not have accepted Gaddis’ view as he blames the USSR as well as USA. This was because there was no freedom of speech in the USSR during the Cold War and historians who criticised the USSR’s actions would have been punished by the government, so they were bound to blame the US for the Cold War. Many would also have been affected by the</i></p>	<p>9–12</p> 

	general mood of anti-US feeling in the USSR. (WHY- 12 marks)	
	Nutshell: Explains How or Why one group disagrees.	
<p>Level 2</p> <ul style="list-style-type: none"> The response analyses the given interpretation, and compares and contrasts a few aspects of the given interpretation with aspects of at least one other interpretation studied, to show how the interpretations differ. There is a basic explanation of why the given interpretation and the other interpretation(s) differ, explained in terms of when the interpretations were created and their place within the wider historical debate. Response demonstrates some knowledge and understanding that is relevant to the question. This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question. 	<p>Level 2 answers will typically identify historian(s) who have disagreed with Interpretation B but fail to explain how or why</p> <p><i>I don't think orthodox historians would have agreed with what Gaddis says in Interpretation B.</i></p> <p><i>Revisionists would not have agreed either.</i></p> <p>Alternative Level 2 will provide an overview of the historiography but not examine interpretation B, or misunderstand it e.g</p> <p><i>Blame for starting the Cold War has changed over time. At the start of it, the orthodox view was that the USSR was responsible. Later, revisionist historians blamed the USA and then even later on there were post-revisionists who blamed both countries.</i></p> <p>Nutshell: Identifies historians / schools of thought / periods but fails to address Interpretation B correctly</p> <p>NOTE: The term 'many historians' or similar expressions is usually not sufficient for L2 as its too unspecific- a time period, school of thought or a named historian needed UNLESS it is clear from what the candidate says that that they are describing a specific school of thought. However, if the candidate correctly describes a school of thought but mislabels/offers an incorrect time period then this level is possible if the description is strong enough, although a lower mark within the level would be more likely.</p>	<p>5-8</p> 
<p>Level 1</p> <ul style="list-style-type: none"> The response compares the candidate's own knowledge and understanding to the interpretation, or uses knowledge and understanding of the time in which it was created, to analyse the given interpretation. There is no consideration or no relevant consideration of any other interpretations. Response demonstrates basic knowledge that is relevant to the topic of the question. There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent. 	<p>Level 1 answers will typically make general assertions about Interpretation B or give their own critique of it e.g.</p> <p><i>Gaddis is blaming both.....</i></p> <p><i>I disagree because I think the USSR was to blame for the Cold War.</i></p> <p><i>Other historians blamed one of the two countries for starting the Cold War, not both.</i></p> <p><i>I disagree because the USSR alone was to blame. In Berlin Stalin blocked off the land routes. That was a terrible thing to do. People could have starved.</i></p> <p>Nutshell: General assertions/own critique</p> <p>NOTE: Award at this level if candidates give their own critique of B (i.e. not the views of other historians). This may well be phrased as 'other historians' but is in fact the candidate's own view using contextual knowledge.</p>	<p>1-4</p> 
<p>Level 0</p> <p>No response or no response worthy of credit.</p>		

Section B
China 1950–1981: The People and the State

5. Describe **one** example of the purges against opposition in China between 1950 and 1955.

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [2]
Additional Guidance	All content is indicative only and any other correct examples of the purges against opposition in China between 1950 and 1955 should also be credited. 2 egs or one eg explained= 2 marks.

Levels	Indicative content	Marks
N/A Points marking	<ul style="list-style-type: none"> • One example would be the Thought Reform Campaign (1). Intellectuals in China were forced to stand in front of their students and admit they had made mistakes in ‘self-criticism’ sessions (2). • The Communists launched a campaign against people linked to the GMD, who had ruled China before the CCP (1). Former members of the GMD were arrested and there were thousands of public executions (2). • Mao started many campaigns against opposition in China in the early 1950s, including ‘Resist America, Aid Korea’ (1) and the Three and Five-Antis (1). • The Suppression of Counter-Revolutionaries campaign was aimed at removing GMD and bandits. It targeted prostitution, drug smuggling, murder and robbery. • The Three Antis campaign targeted party members and state officials. It was in 1951. It aimed to combat corruption, waste and delay. • The Five Antis campaign targeted bribery, tax evasion and theft of public property. It was in 1952. 	2

6. Explain why Communist propaganda changed following the death of Mao.

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5] AO2: Explain and analyse historical events and periods studied using second order historical concepts. [5]
Additional Guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
Level 5 <ul style="list-style-type: none"> Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question. 	Level 5 answers will typically identify two reasons for change and explain them fully, e.g. <i>One reason why propaganda changed was because Deng Xiaoping introduced new policies. One of these was the 'Four Modernisations', which aimed to improve the Chinese economy by adopting some Western methods, and propaganda changed to encourage people to follow the new polices. As a result, old agricultural policies based on collective farming and the 'Learn from Dazhai' campaign were replaced with propaganda slogans such as 'to get rich is glorious'.</i> <i>Another reason that propaganda changed was that after the death of Mao people's attitudes to the Cultural Revolution had changed. With new leadership and the terrible negative impact of the Cultural Revolution becoming more well-known, propaganda changed from supporting the Cultural Revolution to criticising much of it. A good example would be the 'Gang of Four', who were often depicted as hate figures by Chinese propaganda between 1976 and 1981.</i>	9–10
Level 4 <ul style="list-style-type: none"> Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question. 	Level 4 answers will typically identify one reason for change and explain it fully, e.g. <i>One reason why propaganda changed was because Deng Xiaoping introduced new policies. One of these was the 'Four Modernisations', which aimed to improve the Chinese economy by adopting some Western methods, and propaganda changed to encourage people to follow the new polices. As a result, old agricultural policies based on collective farming and the 'Learn from Dazhai' campaign were replaced with propaganda slogans such as 'to get rich is glorious'.</i>	7–8
Level 3 <ul style="list-style-type: none"> Response demonstrates accurate knowledge and understanding that is relevant to the question. 	Level 3 answers will typically identify and describe one or more reasons for change e.g. <i>Propaganda changed after the death of Mao because of China's new leadership. Deng Xiaoping had been humiliated during the Cultural Revolution but after Mao's death he was the most important Communist Party leader in China.</i>	5–6

<ul style="list-style-type: none"> This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question. 	<p><i>New economic policies caused Chinese propaganda to change. Under Deng, China went in a new economic direction based on the 'Four Modernisations'.</i></p> <p><i>As views of the Cultural Revolution changed, so did propaganda in China. After Mao's death the Cultural Revolution was criticised by Communist leaders for its impact.</i></p> <p><i>China's changing relationship with Western powers caused Chinese propaganda to change, because China began to open up to the West.</i></p>	
<p>Level 2</p> <ul style="list-style-type: none"> Response demonstrates some knowledge and understanding that is relevant to the question. This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question. 	<p>Level 2 answers will typically contain description of events that is linked to the issue in the question e.g.</p> <p><i>Chinese propaganda after the death of Mao until 1981 was focused on improving China's economy. It contained slogans like 'to get rich is glorious' and there was little criticism of Western powers.</i></p> <p><u>Alternative L2: Identifies reasons with no further valid development</u></p> <p><i>Deng was the new leader of China</i></p> <p><i>New economic policies caused Chinese propaganda to change.</i></p> <p><i>The Four Modernisations led to a change.</i></p> <p><i>Views of the Cultural Revolution changed and so propaganda needed to.</i></p> <p><i>China's relationship with Western powers led to the change.</i></p> <p><i>To promote the One Child Policy</i></p>	3–4
<p>Level 1</p> <ul style="list-style-type: none"> Response demonstrates basic knowledge that is relevant to the topic of the question. There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer. 	<p>Level 1 answers will typically contain general points e.g.</p> <p><i>Propaganda changed because after Mao had died different people were in charge with different views.</i></p> <p><i>To promote new policies</i></p>	1–2
<p>Level 0 No response or no response worthy of credit.</p>		0

7a. Study Source A. Explain how this source is useful to a historian studying Chinese society in the 1950s.

Assessment Objectives	AO3 (a): Analyse sources contemporary to the period. [5]
Additional Guidance	<p>No marks must be awarded for demonstration of knowledge and/or understanding in isolation, knowledge and understanding can only be credited where it is clearly and intrinsically linked to analysis of the source.</p> <p>The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.</p> <p>The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.</p>

Levels	Indicative content	Marks
<p>Level 3</p> <ul style="list-style-type: none"> Response analyses the source by using relevant detail from the source content, provenance and historical context to construct a thorough and convincing argument in answer to the specific question about the source. 	<p>Level 3 answers will typically argue that the source is useful and support this with a valid inference from the source developed with effective use of content, provenance or context to support the inference, e.g.</p> <p><i>Even though this source comes from the Communist Party themselves, it is very useful in telling me how Mao was attempting to transform China by banning some of the traditional discrimination against women. We can see this in the content of the source when it talks about men not being able to 'force' women into marriage, the 'equal status' of women, and giving women the right to 'choose their own job'. This all fits well with what I know about Communist policies towards women, which combatted cruel traditions like footbinding and arranged marriages of young women to older men. The source is highly useful to a historian as an example of how the Communists were trying to sweep away some of the old ways in China and introduce greater equality for women.</i></p> <p>[Alternative inferences could include: that the Communists were making radical changes to Chinese society, that women were expected to work in China, that the Communists aimed to create a more equal society.]</p>	4–5
<p>Level 2</p> <ul style="list-style-type: none"> Response analyses the source by using relevant detail from the source content and provenance or historical context to construct an argument in answer to the question about the source. 	<p>Level 2 answers will typically argue the source is useful or not based on reliability or unsupported inferences, e.g.</p> <p><i>The source is useful because it shows how the Communists planned to tackle the inequality of women in China by passing laws to stop it.</i> OR <i>The source is not useful because it comes from the Communists themselves, so I don't trust its content. I know that many women had the dual burden of work and household duties and so what's said in this source does not match reality.</i></p> <p><i>NB: An answer that argues the source is not useful is limited to L2/2.</i></p>	2–3
<p>Level 1</p> <ul style="list-style-type: none"> Response analyses the source in a basic way by selecting detail from the source content or provenance and using this to give a simple answer to the question 	<p>Level 1 answers will typically assert the usefulness of the content or focus on provenance simplistically, or (give relevant contextual knowledge) e.g.</p> <p><i>The source is not useful because it was written by the Communists themselves.</i> OR <i>The source is useful because it tells us men and women were considered equal in China.</i></p>	1

about the source.		
Level 0 No response or no response worthy of credit.		0

7b. Study Source B. Why was this poster published in the early 1950s?

Assessment Objectives	AO3 (a): Analyse sources contemporary to the period. [5]
Additional Guidance	<p>No marks must be awarded for demonstration of knowledge and/or understanding in isolation, knowledge and understanding can only be credited where it is clearly and intrinsically linked to analysis of the source.</p> <p>The ‘Indicative content’ is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.</p> <p>The ‘Indicative content’ shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.</p>

Levels	Indicative content	Marks
<p>Level 3</p> <ul style="list-style-type: none"> Response analyses the source by using relevant detail from the source content, provenance and historical context to construct a thorough and convincing argument in answer to the question about the source. 	<p>Level 3 answers will make a clear statement of purpose based on intended outcome and support this with reference to the content of the source AND context to explain, e.g.</p> <p><i>This poster was published to persuade Chinese peasants that collectivisation was a good thing, and that they should willingly take part in it. (PURPOSE). By showing a large group of peasants working together among huge piles of grain, the source implies that ‘mutual aid teams’ – that were an early stage of collectivisation - would bring great benefit to the people. (SCE). After landlords were forced to give up their land many Chinese peasants expected they would be able to farm the land themselves rather than be controlled by the government, so the source is aiming to obtain their willing cooperation by convincing peasants of the advantages collectivisation would bring. (CK) 5 marks</i></p>	4–5
<p>Level 2</p> <ul style="list-style-type: none"> Response analyses the source by using relevant detail from the source content and provenance or historical context to construct a supported argument in answer to the question about the source. 	<p>Level 2 answers will identify and explain the message OR purpose of the source, and for the highest mark in the level use relevant source content OR context to explain, e.g.</p> <p><i>This poster was published to persuade Chinese peasants that collectivisation was a good thing, and that they should willingly take part in it. (PURPOSE). By showing a large group of peasants working together among huge piles of grain, the source implies that ‘mutual aid teams’ – that were an early stage of collectivisation - would bring great benefit to the people. (SCE) 3 marks</i></p> <p><i>The source was published to show that the government’s policies had been a success. (MESSAGE). I know that in the early 1950s the governing was pooling the resources of the peasants into collective farms and so the source is bound to be positive about the benefits collectivisation would bring. (CK) 3 marks</i></p> <p>NB: L2/2 marks for Message or Purpose. L2/3 Message or purpose + CK or SCE <i>Ensure that the contextual knowledge and source is used to explain the message/purpose</i></p>	2–3
<p>Level 1</p> <ul style="list-style-type: none"> Response analyses the source in a very basic way by selecting detail from the source 	<p>Level 1 answers will typically argue the source was meant to provide information, OR assert the context of the source without relevant reference to it.</p> <p><i>It was published to tell people that China was producing a lot of food.</i></p>	1

content or provenance and using this to give a simple answer to the question about the source.	<i>It was published to show that farmers in China were working together.</i> OR	
Level 0 No response or no response worthy of credit.		0

8.* 'The most important reason for the Cultural Revolution was to destroy China's old ideas and traditions.' How far do you agree?

Assessment Objectives	AO2: Explain and analyse historical events and periods studied using second-order historical concepts. [10] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [8]
Additional Guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. Answers at Level 4 require one point on each side of the argument and one element of support. Answers with more valid support than this should be awarded L5 The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
Level 5 <ul style="list-style-type: none"> The response has a full explanation and thorough analysis of historical events/periods, which uses relevant second order historical concepts, and is developed to reach a convincing, substantiated conclusion in response to the question. This is supported by a range of detailed and accurate knowledge and understanding that is fully relevant to the question. There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured. 	<p>Level 5 answers will typically construct a balanced answer which uses a range of evidence to support the argument being made e.g.</p> <p><i>In some ways I agree with the statement. Mao believed that Communism in China could not truly take hold whilst China's old traditions such as Confucianism and respect for the elderly still remained. He wanted to change Chinese society so totally that these ideas could never return. As a result, he began the Cultural Revolution to destroy the 'four olds' – ideas, customs, culture and habits.</i></p> <p><i>He also disliked the way that, even though China was Communist, traditional groups like intellectuals and bureaucrats still had great influence over how China was run. He wanted to remove their influence and enlisted young people – the Red Guards – when he began the Cultural Revolution to destroy their power and the old ways in China.</i></p> <p><i>On the other hand, Mao had other reasons for beginning the Cultural Revolution. After the failure of the Great Leap Forward Mao had been criticised for its failure and had lost some power in the Communist Party. Other leaders like Liu Shaoqi and Deng Xiaoping had become much more powerful, and one of Mao's reasons for the Cultural Revolution was to criticise these 'capitalist roaders' and gain back his control over the Communist Party.</i></p> <p><i>He also wanted to increase his own personality cult through the Cultural Revolution and did this through his personal role in motivating the Red Guards and through the 'Little Red Book' spread by the PLA. Mao started the Cultural Revolution to ensure he alone was seen as China's leader.</i></p> <p><i>On balance, I disagree with the statement because destroying China's old ways and traditions was just another method Mao was using to increase his own power. Getting rid of these traditions was part of Mao's plan to make sure that he was unopposed in China.</i></p> <p>NB: 18 marks = As below plus a clinching argument 16-17 marks = 4 explained points (3-1 or 2-2) 15 marks = 3 explained points (2-1)</p>	15–18
Level 4 <ul style="list-style-type: none"> The response has a full 	<p>Level 4 answers will typically set out a one-sided argument supported by at least two valid explained points e.g.</p> <p><i>I disagree that the main reason for the Cultural Revolution was to destroy the old ideas and traditions in China. Mao had</i></p>	11–14

<p>explanation and analysis of the historical events/periods, which uses relevant second order historical concepts, and is used to develop a fully supported answer to the question.</p> <ul style="list-style-type: none"> This is supported by a range of accurate knowledge and understanding that is fully relevant to the question. <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i> 	<p><i>become worried that the Communist Party was taking the wrong approach and had adopted too many ideas that could be considered capitalist. He disliked Deng Xiaoping's policies and the Cultural Revolution was launched to remove Deng and change the way Communism worked in China.</i></p> <p><i>Another reason that wasn't to do with destroying China's old ideas and traditions was to increase Mao's own power in China. After the Great Leap Forward Mao had taken more of a back seat in politics and resented the power he had lost. By praising Mao as a glorious leader through propaganda and the 'Little Red Book', the Cultural Revolution began to restore Mao's position as the unchallenged leader of the Party.</i></p> <p>Alternatively, Level 4 answers will construct a balanced argument with each side explicitly supported by one point/example e.g.</p> <p><i>On one hand I agree it was about destroying China's old ideas and traditions. Mao believed that Communism had less of an impact in China because people still followed old traditions and traditional groups like intellectuals still had much influence in the country. He began the Cultural Revolution to destroy the 'four olds' and remove these old ways to increase the hold that Communism had over China.</i></p> <p><i>On the other hand, it was also about Mao increasing his own personal power in China. He had lost a lot of power since the failure of the Great Leap Forward and disliked the way Liu and Deng were implementing Communism in China. The Cultural Revolution was started to discredit these men and restore Mao's position as the only clear leader of the Communist Party.</i></p> <p>NB: 14 marks- reserve for clinching argument. Standard mark is 12 marks unless one of points developed well.</p>	
<p>Level 3</p> <ul style="list-style-type: none"> The response has an analysis and explanation of the historical events/period, which uses relevant second order historical concepts, and is used to give a supported answer to the question. This is supported by accurate knowledge and understanding that is relevant to the question. <i>There is a line of reasoning presented which is mostly relevant and which has some</i> 	<p>Level 3 answers will typically construct a one-sided argument with support from one valid point explained, e.g.</p> <p><i>I agree with the statement. Mao believed that Communism in China could not truly take hold whilst China's old ideas and traditions such as Confucianism and respect for the elderly still remained. He wanted to change Chinese society so totally that these ideas could never return. As a result, he began the Cultural Revolution to destroy the 'four olds' – ideas, customs, culture and habits.</i></p>	<p>7–10</p>

<i>structure.</i>		
<p>Level 2</p> <ul style="list-style-type: none"> The response has an explanation about the historical events/period, which uses relevant second order historical concepts, and gives an answer to the question set. This is supported by some knowledge and understanding that is relevant to the question. <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i> 	<p>.Level 2 answers will typically identify and describe events relating to the reasons for the Cultural Revolution, e.g.</p> <p><i>Mao believed the 'four olds' in China were preventing Communism from taking hold.</i></p> <p><i>Mao disliked the influence that intellectuals and bureaucrats had in China.</i></p> <p><i>Mao wanted to destroy traditional respect for the elderly through the Red Guards.</i></p> <p><i>The Cultural Revolution began to strengthen Mao's personality cult.</i></p> <p><i>Mao wanted to discredit Liu and Deng through the Cultural Revolution.</i></p> <p><i>Mao believed the Communist Party had lost its way and needed the Cultural Revolution to strengthen it.</i></p>	4–6
<p>Level 1</p> <ul style="list-style-type: none"> The response has a basic explanation about the historical events/period in the question, though the specific question may be answered only partially or the answer may be in the form of assertion that is not supported by the preceding explanation. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer. There is basic knowledge that is relevant to the topic of the question. <i>The information is communicated in a basic/unstructured way.</i> 	<p>Level 1 answers will typically make general assertions, e.g.</p> <p><i>Mao disliked the old ideas and traditions in China and the Cultural Revolution was introduced to remove them.</i></p>	1–3
Level 0		0

No response or no response worthy of credit.		
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