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EDEXCEL AS AND A LEVEL HISTORY: QUESTIONS BY TOPIC

Option 2E.1: Mao's China, 1949–76

AS and A Level History · Paper 2 · Option 2E.1

60 questions · 1092 marks · Mark schemes included

Pearson Edexcel AS (8HI0) and A Level (9HI0) History, June 2016 - June 2025

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HOW TO USE THIS BOOKLET

Questions are grouped by specification sub-topic; within each sub-topic they run from the lowest mark tariff to the highest.

Click any heading or question row below to jump straight to it.

On every question page, click ANSWER in the top-right corner to jump to its mark scheme.

Diagrams, graphs, tables and data are printed exactly as they appeared in the original papers.

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21 questions · 396 marks

58

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QUESTIONS

60 questions · 1092 marks · grouped by sub-topic, lowest tariff first



KEY TOPIC 1

THE EMERGENCE OF COMMUNIST CONTROL, 1949–59

15 questions in this sub-topic · 264 marks · lowest tariff first



You should start the answer to part (a) on page 11.

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

Why is Source 1 valuable to the historian for an enquiry into Mao's plans for China in the aftermath of the civil war?

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

(8)



Sources for use with Section A.

Answer the questions in Section A on the option for which you have been prepared.

Option 2E.1: Mao's China, 1949–76**Source for use with Question 1(a).**

Source 1: From a speech made by Mao Zedong at the Chinese Political Consultative Congress, September 1949. The Congress was an official CCP conference held to discuss future communist rule.

From now on, our nation will work bravely and industriously to create its own civilisation and happiness, and will, at the same time, promote world peace and freedom. Our nation will never again be an insulted nation. We have stood up.

Our revolutionary work is not yet concluded. The foreign and domestic reactionaries will certainly not take their defeat lying down. Daily, hourly, they will try to restore their rule in China. We must not relax our vigilance. 5

The people's democratic dictatorship, and unity with international friends, will enable us to obtain rapid success in our construction work. Our population of 475 million and our national territory of 9,597 million square kilometres are factors in our favour. It is true that there are difficulties ahead of us. But we firmly believe that all these difficulties will be overcome by the heroic struggle of all the people of our country. 10

Source for use with Question 1(b).

Source 2: From a memoir written by Reverend Hewlett Johnson, published 1969. Johnson was a British clergyman who was sometimes called the 'Red Dean' because of his regular visits to, and sympathy for, communist China. Here he is outlining information he collected about prison camps on a visit to China in 1956.

Dr Cheng told us that his duties had taken him to inspect prisons. One at Sian contained 1,200 prisoners. But these prisons were not prisons in our sense of the word. They were factories; for shoes and clothes, to make matches and for printing. Prisoners were not locked in cells, but slept in dormitories for 8 people, which were thoroughly clean. They could move inside as they pleased. The warden told Dr Cheng that the officers were not allowed to criticise or be angry with the prisoners and never beat them. The prisoners looked happy, healthy, and strong. They had leisure time, and games were organised. The prisoners had better food than most peasants could afford. 15 20

At Sian very few were ordinary criminals; they were mostly counter-revolutionaries. If ill, they were sent to hospital. Over 1,000 had been sentenced to death and then reprieved for a year, during which time they began to work well and live a new kind of life. In another prison, two had been executed but all the others had radically changed their lives and were making good. 25



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

Why is Source 1 valuable to the historian for an enquiry into the importance of the 'three antis' campaign for establishing communist rule in China?

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

(8)

Sources for use with Section A.

Answer the questions in Section A on the option for which you have been prepared.

Option 2E.1: Mao's China, 1949–76**Source for use with Question 1(a).**

Source 1: From *On the Struggle Against the 'Three Evils'*, a directive produced by the Central Committee of the CCP, 8 December 1951. The directive was sent to CCP committees in the provinces as part of the 'three antis' campaign.

The struggle against corruption, waste and bureaucracy should be emphasised as much as the struggle to suppress counter-revolutionaries. The masses of the people should be mobilised, including the democratic parties and also people in all areas of life. The struggle should be given wide publicity. The leading cadres should take personal charge and get to work.

5

People should be called upon to willingly admit their own wrongdoing and to report on the guilt of others. In minor cases, the guilty should be criticised and educated. In major cases, the guilty should be dismissed from office, punished or sentenced to prison terms (to be reformed through labour). The worst offenders should be shot. The problem can only be solved in these ways.

10



Source for use with Question 1(b).

Source 2: From an article written by Hsu Kuang, *'Women's Liberation is an Integral Part of the Entire Revolution'*, published 1977. Hsu Kuang was a CCP member and she was vice-chair of the Beijing Municipal Women's Association.

The women's movement in China moved onto the correct road when it came under the leadership of the CCP and Chairman Mao Zedong.

The socialist system got rid of the old social and class-based prejudices that led to the oppression and exploitation of Chinese working women. A fundamental change occurred in their position. Enjoying the right to work in every sector, they eagerly 'hold up half the sky'. This expression, often heard in the new China, indicates the great force of women alongside men in the socialist revolution. 15

Since China's liberation in 1949, the Party and government have made special efforts to train and promote women leaders. More and more women have been admitted into the CCP and the Communist Youth League. 20

In trying to break down male supremacy, women lash out at such counter-revolutionary Confucian ideas as 'women are hard to manage' and that 'women should devote themselves to their husbands'. Women's political consciousness has been raised and has freed them from an inferiority complex. Fourteen women workers at the No. 2 Motor Vehicle Reconstruction Plant were housewives before they came to the factory in 1958. Freeing themselves from such ideas as 'women are backward', they designed improvements for making buses, which raised work efficiency four hundred-fold. 25



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

Why is Source 1 valuable to the historian for an enquiry into the impact of the Korean War on China?

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

(8)

Sources for use with Section A.

Answer the questions in Section A on the option for which you have been prepared.

Option 2E.1: Mao's China, 1949–76

Source for use with Question 1(a).

Source 1: From a telegram sent from Mao Zedong to Stalin, 14 November 1951. The confidential telegram concerned armistice negotiations taking place over the ongoing war in Korea. Here Mao is commenting on the situation in China in 1951.

To ensure our continued presence in Korea, we are reducing China's bureaucracy, preparing a plan for economic savings, and increasing production. We are also strengthening the campaign to aid Korea in the struggle against American imperialism.

This year, as a result of providing aid to Korea, the budget of the Chinese state, compared to 1950, has increased by 60 per cent. 32 per cent of the total budget is directly being used in Korea. The military loans provided by the Soviet Union to China are not included in this calculation.

Peace is advantageous to us but we are not afraid of prolonging the negotiations. Negotiations would allow us to achieve victory while, at the same time, carrying out various measures within China to secure stabilisation. The situation could be used to develop China further politically and economically.



Source for use with Question 1(b).

Source 2: From a booklet, *United and Equal: The Progress of China's Minority Nationalities*, published 1977. The booklet was printed in English and published by the Foreign Language Press, which was controlled by the Publicity Department of the CCP. It outlined the experiences of the various ethnic and national minorities in China under Mao.

Tibet was peacefully liberated in May 1951 with the agreement of its original local government, in order to complete the reunification of our country, defend China and emancipate the people. 15

After the peaceful liberation, a great deal of work was done to benefit the Tibetan people under the brilliant leadership, and with the warm support, of the CCP and Chairman Mao. Highways were built, hospitals set up, interest-free loans granted, and trade developed. But the reactionary elements of the upper classes in Tibet obstructed the implementation of democratic reform and attempted to preserve forever the system of feudal serfdom*. 20

In 1959, the former reactionary local government headed by the Dalai Lama conspired with imperialist foreign reactionaries. The agreement on the peaceful liberation of Tibet was torn up and a counter-revolutionary armed rebellion was launched. The rebels noisily proclaimed such reactionary slogans as 'an independent Tibet' and 'drive out the Han people'. They slaughtered progressive Tibetan officials, attacked People's Liberation soldiers, disrupted transportation, and massacred people. 25

The rebellion was quickly overcome with the support and assistance of the mass of the people. Under the CCP's leadership, a million peasants 'stood up' and started a democratic reform movement that turned the old order upside down. 30

*feudal serfdom – an agricultural system where peasant farmers were not free but were treated as the property of the landowners



- 4 How accurate is it to say that Chinese involvement in the Korean War (1950–53) strengthened communist rule in China?

(Total for Question 4 = 20 marks)



Study Sources 1 and 2 in the Sources Booklet before you answer this question.

- 1** How far could the historian make use of Sources 1 and 2 together to investigate the changing nature of the Hundred Flowers campaign?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 1 = 20 marks)

Sources for use with Section A.

Answer the question in Section A on the option for which you have been prepared.

Option 2E.1: Mao's China, 1949–76

Sources for use with Question 1.

Source 1: From a speech made by Lin Xiling, during a debate at Beijing University, 23 May 1957. Her words were recorded in note-form by university students attending the meeting. Lin Xiling was a communist revolutionary who had become critical of the Communist Party. She supported the Hundred Flowers campaign.

I am very excited today to be able to breathe the fresh air of the University.

There has been a loosening up here, but I am not optimistic about the overall success of the campaign because there are still too many guardians of the rules. These officials want to use socialism as a ladder to climb to higher positions. It is also said that there are signs of reining in the Hundred Flowers movement in order to keep the people quiet. 5

This University has acted in favour of the campaign, and it is a good beginning. Now the students of the north-west and elsewhere are stirring. But we have no way to communicate with each other; there is a news blackout. If we utter one wrong word, the guardians can manufacture charges out of nothing. 10

We should be vigilant! We are honest people! Honest people are found everywhere and we should unite! The masses of the people are not fools.

I am not afraid to speak out in this way. My friends constantly tell me: 'You little devil, all of us are going to find you in jail one day.' Although this was said jokingly, there is such a possibility. 15

Our struggle today is not merely personal grumbling. Our objective is crystal clear: to establish genuine socialism – to lead the life of real people.



Source 2: From an officially-published statement by Fei Xiaotang, 13 July 1957.

Fei Xiaotang was a prominent academic and a leading member of an official political group called the Democratic League, which had been supportive of the Hundred Flowers campaign. Here he is being forced to renounce his past political activities.

I admit my guilt to the people and continue to expose my crime, and that of the Chang-Lo conspiracy*.

In 1955, I worked for the Culture and Education Committee of the Democratic League. I proposed organising small forums and inviting those League members who were dissatisfied with the Party. Names of the persons attending the forums were off the record. This work did extremely serious harm: 20

(i) It encouraged the uncritical growth and spread of backward thoughts.

(ii) It influenced moderate League members. 25

In February this year I made an extremely absurd speech against the Party at a forum of the League Central Committee.

I wrote 'Early Spring Weather for Intellectuals' based on that speech. Lo read my draft and spurred me on. This article aroused anti-Party and anti-socialist feelings. This article was indeed an attack on the Party. I accept and am thankful for criticism of this action from Communist Party deputies. I should go a step further and criticise myself. 30

I hate my past and I must change. I hate my links with the Chang-Lo conspiracy and I must draw a boundary line against them and sever our connections. I am grateful to the Party for keeping the door of reform open to those guilty of mistakes and who have fallen into the swamp of the rightists. Permit me to enter this door courageously and completely reform myself. 35

*the Chang-Lo conspiracy – Chang and Lo were leaders of the Democratic League



-
- 3** How far do you agree that the consolidation of communist rule in China, in the years 1949-56, can be explained more by support for the CCP than by the use of intimidation?

(Total for Question 3 = 20 marks)



-
- 3** How far do you agree that violence was the most significant feature of the establishment of Communist rule in China in the years 1949–57?

(Total for Question 3 = 20 marks)



-
- 3** To what extent was Mao able to maintain a dominant position within the Chinese government in the years 1949–62?

(Total for Question 3 = 20 marks)



-
- 3** How far do you agree that the most significant consequence for China of its intervention in the Korean War was the enhancement of China's international prestige?

(Total for Question 3 = 20 marks)



-
- 3** From October 1949, reunification campaigns were launched in Tibet, Xinjiang and Guangdong.

How successful were the reunification campaigns in achieving their aims?

(Total for Question 3 = 20 marks)



- 4 How far do you agree that Chinese involvement in the Korean War had a positive impact on Communist rule in China?

(Total for Question 4 = 20 marks)



Study Sources 1 and 2 in the Sources Booklet before you answer this question.

- 1** How far could the historian make use of Sources 1 and 2 together to investigate the methods used to establish control in the early years of CCP rule in China?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 1 = 20 marks)

Sources for use with Section A.

Answer the question in Section A on the option for which you have been prepared.

Option 2E.1: Mao's China, 1949–76

Sources for use with Question 1.

Source 1: From an interview with a retired policeman, recorded by Xinran, a Chinese academic based in the West, 2006. The policeman had a career which covered the entire period of Mao's rule. Here he is commenting on his role as a young policeman in Henan province.

In 1949, I had responsibility for monitoring a number of streets, checking households and keeping an eye on bad influences.

We were told to ignore people like petty thieves and vagrants for the time being. Just to leave them. We had to concentrate our efforts on detaining counter-revolutionaries. Our chiefs gave us different categories to investigate: bandits and bullying landlords who held control in the countryside; key Guomindang counter-revolutionaries; followers of reactionary religious beliefs; spies. Checking and recording under these categories went on until 1956. 5

Xinran: How did you know if someone was in these categories?

Firstly, some of the counter-revolutionaries turned themselves in, and they were treated leniently. Secondly, we regularly went around checking households. We asked each family what each person had been doing. We noted it all down in their files. Thirdly, ordinary people reported suspects. 10

All of those doing the reporting just thought that once that information was recorded that would be an end to it. It never occurred to them that those records could cause trouble for the suspects for the rest of their lives, let alone that it might implicate relatives and friends too. 15

Xinran: Do you still think that they were counter-revolutionaries?

According to the policies in force then, maybe they were. But some policemen went so far 'left' that they started to make false arrests. Things were chaotic then, and it wasn't easy to tell truth from lies. 20



Source 2: From the CCP directive, *On the Struggle Against the 'Five Evils'*, published 26 January 1952. The directive was sent by the Central Committee of the CCP to provincial organisations and local cadres in urban areas.

In the cities, we should rely on the working class to unite with the law-abiding capitalists and other sections of the urban population to wage a determined, large-scale and comprehensive struggle. This struggle is against those capitalists who are violating the law through bribery, tax evasion, theft of state property, cheating on government contracts, and stealing economic information. We should coordinate this struggle with the struggle against corruption, waste, and bureaucracy, which is already being waged inside the Party, government, army and mass organisations. This action is both essential and necessary.

25

30

In the struggle against the 'five evils', we should adopt the tactics of using contradiction and provoking divisions. By uniting with the many, and isolating the few, a united front against the 'five evils' will speedily take shape. In a big city, such a united front may well come into being within about three weeks. Once this united front is formed, those reactionary capitalists guilty of the worst crimes will be isolated. The state will also be in a strong position to administer the right punishments, such as fines, confiscation, arrest, imprisonment, or execution, without much opposition. All our big cities should start the struggle against the 'five evils' in the first ten days of February.

35

Please make prompt arrangements.

40



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- 3** How significant was the role of the People's Liberation Army (PLA) in establishing communist rule in China in the years 1949–57?

(Total for Question 3 = 20 marks)



-
- 3** How far do you agree that, in the years 1949–56, the CCP was able to defeat overwhelmingly its opponents within China?

(Total for Question 3 = 20 marks)



-
- 3** 'In China, it was only the CCP that truly benefitted from Chinese intervention in the Korean War.'

How far do you agree with this statement?

(Total for Question 3 = 20 marks)



KEY TOPIC 2

ECONOMIC POLICIES: FIVE-YEAR PLANS AND THE GREAT LEAP FORWARD, 1953-1960

16 questions in this sub-topic · 296 marks · lowest tariff first



You should start the answer to part (a) on page 11.

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

Why is Source 1 valuable to the historian for an enquiry into the reasons for the Great Famine of 1958–62?

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

(8)



Sources for use with Section A.**Answer the questions in Section A on the option for which you have been prepared.****Option 2E.1: Mao's China, 1949–76****Source for use with Question 1(a).**

Source 1: From an interview with Zhu Erge carried out in the early 21st century. Zhu lived in a remote rural area of China and was interviewed by a researcher from Britain who had been born in China during the Cultural Revolution. The researcher promised Zhu anonymity and changed his real name to protect him.

In 1958 everyone was told that they had to take part in the Great Leap Forward. Here we joined a big collective called the 'Sputnik Commune'. People had to work together and eat together. In those days, hardly anyone did much farming.

The majority of the farming land was deserted. There were only a few crops by the roadside. 'Roadside farming' was only a trick for fooling the government investigation teams. Even by the roadside, only the patch of land closest to the road had crops growing on it. However, it was reported that several thousand kilograms of wheat and sweet potatoes had been harvested. The higher the figures, the better, but of course the numbers were exaggerated.

Source for use with Question 1(b).

Source 2: From Chu Li and Tien Chieh-yun, *Inside a People's Commune*, published 1974. The authors were journalists specifically trained to write material to promote China in other countries. Here they are describing the work of barefoot doctors in a commune they visited in 1973.

In preventing and curing disease, the barefoot doctors are indispensable. They are essential to rural medical and health work. Most of them are young people of poor and lower-middle peasant background, with a fairly high level of socialist consciousness and at least a junior middle-school education. They are accepted for training following nomination by the masses and confirmation by the Party branch.

Barefoot doctors participate in farm work in the busy seasons. Like other commune members, they are paid in work-points, plus a small allowance for extras. Locally born, they know best who is ill and what diseases to watch for at various times of the year. Fellow commune members open their hearts to them unconditionally.

Often, calls for their services come at mealtimes. Ignoring advice to finish eating, they leave at once for the patients' homes. The young barefoot doctors are free from the old ideas and easily accept the new. They work hard to learn medicine in order to give the best possible service to the commune members.

One barefoot doctor became quite skilled in acupuncture after years of diligent study. Commune members travel many kilometres to seek treatment from him. He has also carried out more than fifty painless tooth extractions using acupuncture.

You should start the answer to part (a) on page 11.

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

Why is Source 1 valuable to the historian for an enquiry into the reasons why the Great Leap Forward (Second Five-Year Plan) was launched?

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

(8)



Sources for use with Section A.

Answer the questions in Section A on the option for which you have been prepared.

Option 2E.1: Mao's China, 1949–76**Source for use with Question 1(a).**

Source 1: From an article, 'China to Overtake Britain in Fifteen Years', in *China Pictorial* magazine, published April 1958. *China Pictorial* was an English language magazine authorised and supported by leading members of the CCP.

Last December, Liu Shaoqi issued a call for China to strive to catch up or surpass Britain in output of iron and steel and other major industrial products within 15 years. China's First Five-Year Plan only began in 1953, nearly two hundred years after Britain's industrial revolution. Since the founding of the new China, the Chinese working class, and the Chinese people as a whole, have accomplished tremendous tasks. The Chinese have laid the groundwork for a socialist industrialisation to take place. 5

Inspired by the success of the First Five-Year Plan, the Chinese people are launching a new nationwide upsurge in industrial and agricultural production. The new targets in steel, power and coal are even more awe-inspiring than in the first plan. The Chinese people are looking forward to the future with greater confidence than ever before. 10

Source for use with Question 1(b).

Source 2: From an interview with a Chinese woman, published 1996. The interview was conducted in China by a western author researching the Great Famine. Here the woman is recollecting her life as a peasant in a rural area of Shanxi province during the Great Leap Forward.

In the first year, we earned work points and the communes distributed grain to each family. This was kept at home. But in the second year, there was nothing left at home; the grain had all been taken away. The village cadres also searched every household. They took away everything they could find, including our cotton bedding, several bags of carrots, and the cotton we had saved to make new clothes. 15

The communal canteen did not serve any proper food, just wild grasses, peanut shells, and sweet potato skins. All the trees in the village had been cut down. Nearby trees were all stripped of bark. I peeled off the bark of a tree and cooked it as if it were rice soup. 20

More than half the villagers died of starvation, mostly between January and May 1960. When the wheat was harvested, the situation improved but we had to carry on eating at the canteen all through 1960. It was a good harvest and there were now far fewer mouths to feed. Later on, we were allowed to eat at home. We had nothing to cook with and went to our neighbours to borrow pots. Some of the houses I went to were empty because everyone had fled. 25



3 The First Five-Year Plan was introduced in 1952.

How accurate is it to say that industrial and agricultural policies were successful in the years 1952–57?

(Total for Question 3 = 20 marks)



-
- 3** To what extent did communist agricultural policies in China change in the years 1949–58?

(Total for Question 3 = 20 marks)



-
- 3** How far do you agree that, in the years 1949–62, communal living was more beneficial than harmful to Chinese peasants?

(Total for Question 3 = 20 marks)



-
- 3** How accurate is it to say that the great famine (1958–62) was caused by the policy of Lysenkoism?

(Total for Question 3 = 20 marks)



- 4 How accurate is it to say that the agricultural and industrial problems created in China, in the years 1952-62, were solved by the reforms of Liu Shaoqi and Deng Xiaoping in the years 1962-65?

(Total for Question 4 = 20 marks)



- 4 How far were the aims and objectives of the First Five-Year Plan different from those of the Second Five-Year Plan (the Great Leap Forward)?

(Total for Question 4 = 20 marks)



-
- 3** 'The launch of the Great Leap Forward was mainly motivated by a genuine desire to build upon the achievements made in agriculture and industry in the years 1949-57.'

How far do you agree with this statement?

(Total for Question 3 = 20 marks)



Study Sources 1 and 2 in the Sources Booklet before you answer this question.

- 1** How far could the historian make use of Sources 1 and 2 together to investigate the effectiveness of the Great Leap Forward?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 1 = 20 marks)

Sources for use with Section A.

Answer the question in Section A on the option for which you have been prepared.

Option 2E.1: Mao's China, 1949–76

Sources for use with Question 1.

Source 1: From a report given on the implementation of the Great Leap Forward by Liu Shaoqi, 5 May 1958. He was speaking at the Eighth National Congress of the Chinese Communist Party.

The spring of 1958 has witnessed the beginning of a leap forward on every front. Industry, agriculture and all other fields of activity are showing greater and more rapid growth.

The total value of industrial output for the first four months of this year was 26 per cent higher than the same period last year; the April increase was 42 per cent. 5

The output of local industry this year will show a considerable increase. Take, for example, iron and steel. The amount of iron produced locally this year will reach 1.73 million tons and the amount of steel 1.41 million tons. The rapid growth of local industries is one of the outstanding features of this year's industrial achievement. 10

In agriculture, the most striking leap took place in the campaign of communal farmers to build irrigation works. In seven months, the amount of land that has been irrigated, throughout the country, has increased by 233,000 square kilometres. At the same time, low-lying and easily waterlogged farmland has been transformed. This gives proof of the power that the masses of the people have demonstrated to conquer nature in the field of agriculture. We have made use, on a tremendous scale, of the productive forces of the people. 15

In the same period, the peasants all over the country have accumulated about 17,000 million tons of fertiliser. 20



Source 2: From an interview with 'Liushi' conducted by Zhou Xun, a British academic, published 2013. 'Liushi' was a local CCP cadre at the time of the interview and had been a CCP supporter for the majority of his adult life. He was promised anonymity in return for giving his memories of events during the Great Leap Forward.

As part of the Great Leap Forward project, people were ordered to produce large amounts of iron and steel. Many farmers were sent away to produce iron and steel. There were hardly any labourers left in the countryside. Some people escaped but they were punished by being deprived of food. After that, no one dared to run away. 25

Reservoir construction started during that time. More than ten thousand people were sent to build the reservoir. It turned out that the measurements were wrong. In the second year, they stopped building the reservoir; it was just left unfinished. They did not explain their reasons, and no one dared to ask.

The government also misled us over agricultural production. The 'Wind of Exaggeration' blew across the country. We were told that the more we grew, the more we would harvest. They told us that if one crop could produce so much grain, a hundred crops on the same land would produce one hundred times more. In the end hardly any food was produced. 30

We were told to make fertiliser. One day the cadres told us to transport soil up onto the hill. On another day they told us to move the soil back down again. In order to pass inspections, people would cheat. That's why productivity decreased so dramatically during those years. 35



- 5 How far do you agree that the introduction of people's communes improved the lives of the peasantry in China in the years 1958–76?

(Total for Question 5 = 20 marks)



-
- 3** How far do you agree that the First Five-Year Plan and the Second Five-Year Plan were both unsuccessful in achieving their intended outcomes?

(Total for Question 3 = 20 marks)



3 How far do you agree that China's First Five-Year Plan was a success?

(Total for Question 3 = 20 marks)



Study Sources 1 and 2 in the Sources Booklet before you answer this question.

- 1** How far could the historian make use of Sources 1 and 2 together to investigate the impact of the introduction of the people's communes on the lives of Chinese peasants?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 1 = 20 marks)

Sources for use with Section A.

Answer the question in Section A on the option for which you have been prepared.

Option 2E.1: Mao's China, 1949–76

Sources for use with Question 1.

Source 1: From a 'Resolution on Some Questions Concerning the People's Communes', published in the *Peking Review*, 23 December 1958. The *Peking Review* was the official English-language CCP news magazine. The resolution had been agreed by the CCP Central Committee on 10 December 1958. It came at a time of increasing foreign criticism of the people's communes.

Although the rural people's communes were established only a short while ago, the mass of the peasants are already conscious of the obvious benefits the communes have brought. Industry, agriculture, trade, education and military affairs have been closely co-ordinated and rapidly developed under the unified leadership of the commune. 5

To meet the pressing demands of the people, the communes have set up large numbers of community dining rooms, nurseries, homes of respect for the aged, and other institutions of collective welfare. In particular, these have completely emancipated women from thousands of years of kitchen drudgery and brought broad smiles to their faces. 10

As the result of plentiful crops, many communes have instituted a dual system of wealth distribution. The mass of peasants, both men and women, have begun to receive wages. Families in the past constantly worried about their daily meals and about their firewood, rice, oil, salt and vegetables. They are now able to 'eat without paying'. In other words, they have the most important and most reliable kind of social insurance. 15

For the peasants, all this is history-making news. The living standards of the peasants have been improved and they know from practical experience that standards will be even better in the future.



Source 2: From posters opposing people's communes, produced and publicly displayed by peasants in rural areas, April 1959. These two posters were confiscated at the time by a provincial Communist Party Secretary.

Six Transformations: 20

1. In the people's commune, everyone has to share a bowl of rice porridge.
2. In the people's commune, coarse grain cereals have replaced pure rice.
3. In the people's commune, private housing has been replaced.
4. In the people's commune, the communal accommodation is not rainproof.
5. In the people's commune, old people and children have become soldiers. 25
6. In the people's commune, people's clothing has become shabby.

Ten Withouts:

1. In the people's commune, married couples cannot have any children.
2. In the people's commune, there is no meat to buy at the market.
3. In the people's commune, villagers cannot build individual housing. 30
4. In the people's commune, there is no tobacco to smoke.
5. In the people's commune, people have no hats to wear in the rain.
6. In the people's commune, people have no cash in their pockets.
7. In the people's commune, no one has any relatives or family.
8. In the people's commune, there is no household furniture, and no oil or salt to cook vegetables with. 35
9. In the people's commune, villagers cannot keep ducks and chickens. There is no alcohol to drink and no food for lunch.
10. In the people's commune, if someone dies, there is no coffin to bury that person in. 40

- 4 The backyard furnaces campaign to produce iron was introduced as a feature of the Second Five-Year Plan (1958–62).

How far do you agree that the main cause of the Great Famine (1958–62) was the impact of the backyard furnaces campaign?

(Total for Question 4 = 20 marks)



- 4 To what extent had the problems faced by Chinese agriculture in 1949 been overcome by 1957?

(Total for Question 4 = 20 marks)



KEY TOPIC 3

SOCIETY AND SOCIAL CHANGE IN MAO'S CHINA, 1949–76

8 questions in this sub-topic · 136 marks · lowest tariff first



You should start the answer to part (a) on page 7.

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

Why is Source 1 valuable to the historian for an enquiry into the experiences of women in China during the early years of communist rule?

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

(8)

Sources for use with Section A.

Answer the questions in Section A on the option for which you have been prepared.

Option 2E.1: Mao's China, 1949–76

Source for use with Question 1a.

Source 1: From an article published in the *China Pictorial* magazine, 1958. It is describing the life of women in agricultural communes. The magazine began in 1950 to promote the communist revolution. It was published for a domestic and international audience.

On an economic and social level with men at last, the women are blossoming in every way. They wear colourful cotton prints to the fields and take more care with their appearance. Some have developed an interest in poetry. A bit of verse one of the women has written sums up quite neatly how they feel about the communes:

Nurseries, pre-schools, tailor shops,	5
You don't do the cooking,	
Or feed the pigs slops.	
Machines make the clothing	
And grind the flour.	
When you give birth to a baby	10
It's cared for every hour.	
Freed from household drudgery,	
Let's produce more by the day,	
And drive ahead to communism,	
It isn't far away!	15



Source for use with Question 1b.

Source 2: From a letter written by Peng Dehuai to Mao Zedong, July 1959. Peng Dehuai was an admired leader and army general. He had personally visited the rural areas of China during 1959. He was the only leader to speak out openly against the Great Leap Forward.

Dear Chairman,

This Lushan Meeting is important. Now I am stating, specifically for your reference, a number of my views that I have not expressed fully at the group meetings. Please consider whether what I am about to write is worth your attention, point out whatever is wrong, and give me your instructions. 20

The Great Leap Forward has basically proved the correctness of the General Line for building socialism with greater, quicker, better, and more economical results. But as we can see now, an excessive number of construction projects were hastily started in 1958. Completion of some essential projects had to be postponed. We became aware of it too late, so we continued with our Great Leap Forward instead of putting on the brakes. 25

In the campaign for the production of iron and steel, too many small blast furnaces were built with a waste of material, money, and manpower. On the other hand, through the campaign we have been able to train many technicians, educate the vast numbers of cadres and raise their value. Considering the above-mentioned points, we can say that our achievements have been really great, but we also have quite a few profound lessons to learn. A number of problems that have developed merit attention in regard to our way of thinking and style of work. 30

You should start the answer to part (a) on page 11.

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

Why is Source 1 valuable to the historian for an enquiry into the reasons for the implementation of marriage policies in Mao's China?

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

(8)



Sources for use with Section A.

Answer the questions in Section A on the option for which you have been prepared.

Option 2E.1: Mao's China, 1949–76**Source for use with Question 1(a).**

Source 1: From *“Delayed Marriage and Planned Birth”*, published 1972. This was a popular advice manual distributed by CCP officials to young people in Guangdong province.

Delayed marriage means that unmarried young men and women, in a well-considered manner, delay their age of marriage according to the needs of the revolution and to the circumstances of their own physical and intellectual development.

Early marriage is an old custom left over from the old society. It is not beneficial to the task of socialist revolution or to the physical and ideological growth of young people. 5

It is stipulated in our country's marriage law that men at the age of 20 may marry and women at the age of 18. But this is definitely not to be taken to mean that these ages are the most suitable for marriage. If young people marry too early, their study, work, and physical growth will all be affected because of family and other burdens. 10

Source for use with Question 1(b).

Source 2: From a letter written in August 1973 by a participant in the ‘up to the mountains and down to the villages’ campaign. The letter was published in a pro-CCP publication. Here the writer is explaining to his college lecturers why he is withdrawing from his exams.

Since I was sent down to the countryside in 1968, I have been enthusiastic about agricultural production, and spared no effort in my work. This has prevented me from revising for my professional studies. I do not want to write nonsense and do not want the leadership to waste time going over it. Therefore I conscientiously withdraw from the examination. 15

To tell the truth, I am not prepared to accept, and even have a strong dislike for, those bookworms who neglect their proper duties. In this busy agricultural production season, I cannot bear to abandon production work. There is one thing that I can console myself with; I have not held up the work of the collective. 20

My political affiliations, family and social relations are all clean. To a boy like me, brought up in the city, the experience of the past few years has indeed reformed my outlook; you could call it a great leap. 25

I do not feel ashamed about not answering the examination paper. But I do feel honoured that under the new educational system, and with the whole-hearted support of the peasants and the leadership cadres, I have taken part in this study class.



Q5

- 5 To what extent did Mao Zedong's social policies improve health and education provision in the years 1949–76?

(Total for Question 5 = 20 marks)



5 How successful were attacks on religion in Communist China in the years 1949–76?

(Total for Question 5 = 20 marks)



Q4

4 'Social reforms transformed the lives of the Chinese people during the years 1949-76.'

How far do you agree with this statement?

(Total for Question 4 = 20 marks)



- 5 How far do you agree that the status of women in China improved in the years 1949–76?

(Total for Question 5 = 20 marks)



Study Sources 1 and 2 in the Sources Booklet before you answer this question.

- 1** How far could the historian make use of Sources 1 and 2 together to investigate the extent to which the status of women improved in Mao's China?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 1 = 20 marks)

Sources for use with Section A.

Answer the question in Section A on the option for which you have been prepared.

Option 2E.1: Mao's China, 1949–76

Sources for use with Question 1.

Source 1: From *New Women in New China*, published 1972. The book was published by the Chinese authorities for distribution in English-speaking countries.

In China, men and women are equal. The broad masses of working women are politically liberated and economically independent. There are very few areas of work from which women are barred, the only exceptions being those that might injure their health. There are women machine-tool operators, pilots, engineers and scientific researchers.

5

Women are playing increasingly important roles in China's socialist revolution and the construction of a socialist society. Women also take a direct part in managing government business.

In China, equal pay is given for equal work. Special protection is also given for women workers who are pregnant. Many women workers have been sent to schools for education at various levels.

10

None of this would have been conceivable before China's liberation in 1949. The old society gave women the lowest status. They were subjected to the domination of political and religious authorities and the authority of the husband.

Chinese women now work, study, rest and take part in political and cultural activities along with the men. Many women have embraced socialist thinking, becoming cadres who are professionally expert in their roles. Instead of having their dreams confined within the four walls of their homes, as they were in the past, they are now enthusiastic, bold and devoted to the people. They are accomplishing achievements China's women could not dream of before.

15

20



Source 2: From Chou Keh-Chou, *How Our Village Got Equal Pay for Equal Work*, an account printed in an English-language magazine, published in China, March 1975. The magazine was founded by a leading female member of the CCP and this edition focused on 'breaking down male supremacy'. Chou Keh-Chou is writing about her own experiences living on a commune.

In the summer of 1972, our men went off to work on a commune project. The work brigade leader said that watering the corn would have to wait until the men returned. We women knew about the Tachai work brigade*, where women really did 'hold up half the sky'. So about 30 of us women formed a shock team to water the corn. Once we saw our own strength, we determined to do even more for farm production. But, in our brigade, we had a real struggle implementing the national policy of equal pay for equal work. 25

In our area, because of the continued influence of male supremacist ideas, the highest pay for men was 10 workpoints a day. The highest a woman could get was 7½ workpoints, even when she did the same amount of work. After that summer, the Communist Party branch asked us to organise a series of meetings to criticise male supremacy and, eventually, equal pay for equal work was instituted. 30

The women now show more enthusiasm for their tasks and even more concern for the commune. Many young women have learned to drive tractors and to plough, things they were not allowed to do before. The men have continued their support and have even started doing household chores that were once all left for women to do. 35

Last year, I was elected to the brigade Communist Party branch committee.

*Tachai work brigade – a village production team portrayed as a model brigade by the CCP

5 How successful were the healthcare reforms introduced in Mao's China?

(Total for Question 5 = 20 marks)



KEY TOPIC 4

THE CULTURAL REVOLUTION AND ITS AFTERMATH, 1966–76

21 questions in this sub-topic · 396 marks · lowest tariff first



You should start the answer to part (a) on page 11.

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

Why is Source 1 valuable to the historian for an enquiry into the response of young people to the Cultural Revolution?

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

(8)



Sources for use with Section A.

Answer the questions in Section A on the option for which you have been prepared.

Option 2E.1: Mao's China, 1949–76**Source for use with Question 1(a).**

Source 1: From the memoir of Yafe Hui, *My Youth in China: Growing Up in the Cultural Revolution*, written in the early 2000s. Hui's parents were Communist Party members but in the 1970s she came under criticism and was rejected as a Party member herself. She left China in 1987 and settled in the United States.

In 1968, I entered Middle School in Beijing. I was put in charge of teaching revolutionary songs to my classmates. When a new song was published in the *People's Daily* newspaper, I would copy it and teach my classmates to sing it.

I was devoted to the cause of proletarian revolution, and I was enthusiastic about any activity proposed by the school's leaders. The brother of one of my best friends took a 'couldn't care less' attitude toward the activities proposed by the school's leaders. I wrote an essay critical of him and read it at a meeting. 5

One day some anti-Mao graffiti was found in the school toilets. One of my classmates was accused of writing the graffiti. Her guilt was multiplied when it was pointed out that her grandparents were once landlords. She was kept in school as a prisoner, and not allowed to go home. My classmates and I took turns staying at school overnight, guarding the prisoner. 10

Source for use with Question 1(b).

Source 2: From an article by Frida Knight, published in *China Now*, a British magazine promoting friendship with China, December 1991. Frida Knight was an English Communist activist and author. She visited China several times during the Cultural Revolution, from its outset in 1966. Here she is commenting on a three-month visit in the winter of 1972–73.

After a stormy few years things had quietened down and the prevailing situation had acquired a strange sense of purpose. Medical training was providing 'barefoot doctors' with elementary know-how and practice in the field. Beijing University was open to students, but only to politically reliable applicants. I lectured at the University to a crowd of Red Army men. 15

Life in China was by no means 'all disaster'. The university was doing some interesting things at that time: the development of artificial insulin to treat diabetes was in full swing and, putting 'practice before theory', a model village was being built by the architectural department. 20

In order to show some of China's innovations during the Cultural Revolution, visitors were taken to a hospital to see childbirth using acupuncture for pain relief. We toured the Evergreen Commune which was keeping Beijing in vegetables through the winter with a fantastic crop. We saw a ballet production. Cultural Revolution was certainly not all suppression – more stimulation and success in many ways, it seemed to me! 25



You should start the answer to part (a) on page 11.

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

Why is Source 1 valuable to the historian for an enquiry into attitudes towards foreigners living in China at the launch of the Cultural Revolution?

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

(8)



Sources for use with Section A.

Answer the questions in Section A on the option for which you have been prepared.

Option 2E.1: Mao's China, 1949–76**Source for use with Question 1(a).**

Source 1: From *'Eyewitness of the Cultural Revolution'*, an article published in Britain, December 1966. The author was a British lecturer working in Beijing when Red Guard activity began in August 1966.

The launching of the Red Guards took us by surprise. During the first two weeks, our own reactions were mixed. I think most of us, though, felt some fear. Many of us were involved in minor scuffles with the Red Guards, generally for taking photographs or reading specific revolutionary posters. Only a few foreign journalists and diplomats were actually physically abused, mainly outside the Soviet embassy. 5

Hostility to foreigners was evident everywhere and the mood hardened. A significant amount of photographic film was handed over to the Red Guards to avoid physical violence. However, our treatment seemed to depend largely on the actions of particular groups of youths rather than on a general policy against us. In some cases, foreigners filming events were actually escorted about the city by the Red Guards. A softening in attitudes in September produced smiles and cheers for us lecturers but, as we know, this change was just temporary and not the end. 10

Source for use with Question 1(b).

Source 2: From Chai Pien, *A Glance at China's Culture*, published 1975. This booklet was produced in China by a government-sponsored publishing company but written in English and intended to be distributed overseas.

The Great Proletarian Cultural Revolution has smashed the counter-revolutionary revisionist line so that far-reaching changes have taken place in the whole of China's culture. The revolution in Beijing opera has ended the domination on the stage of the roles of emperors, generals, ministers and beauties. Now heroic workers, peasants and soldiers have replaced them in the spotlight. The modern Beijing operas have won the enthusiastic approval of the worker, peasant and soldier masses. 15 20

The successful creation of these model revolutionary theatrical works is a practical example of Chairman Mao's revolutionary line on literature and art. These revolutionary works are creating new heroic proletarian characters but also drawing from the fine artistic legacies of China and other countries. Literary and artistic creation on a mass scale is beginning to flourish in China. A number of excellent or fairly good examples have appeared on the theatrical stage (including local operas), in films, music, dance, literature and other fields of art. The number of proletarian revolutionary literature and art workers is growing. Socialist literary and artistic works flourish like a hundred flowers blossoming. 25 30

Q4

- 4 How accurate is it to say that the main consequence of the Cultural Revolution was the destruction of traditional Chinese culture?

(Total for Question 4 = 20 marks)



- 5 How accurate is it to say that Mao's belief in permanent revolution was the main reason for the launching of the Cultural Revolution (1966)?

(Total for Question 5 = 20 marks)



- 4 'The Cultural Revolution maintained its intensity from its launch in 1966 until Mao's death in 1976.'

How far do you agree with this statement?

(Total for Question 4 = 20 marks)



4 To what extent did the Red Terror of the Cultural Revolution decline after 1967?

(Total for Question 4 = 20 marks)



- 5 To what extent was Jiang Qing successful in creating a revolutionary culture in China in the years 1966-76?

(Total for Question 5 = 20 marks)



Study Sources 1 and 2 in the Sources Booklet before you answer this question.

- 1** How far could the historian make use of Sources 1 and 2 together to investigate the impact of the Cultural Revolution on education in China?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 1 = 20 marks)

Sources for use with Section A.

Answer the question in Section A on the option for which you have been prepared.

Option 2E.1: Mao's China, 1949-76

Sources for use with Question 1.

Source 1: From *'New China's First Quarter Century'*, an English-language propaganda booklet, published in China, 1975. The booklet outlines the achievements of Mao's China in a variety of different economic and social areas, including education.

The revolution in education, started during the Great Proletarian Cultural Revolution, is still going on throughout this country. What has been undertaken is the transformation of the old educational system in the light of Chairman Mao's teachings: education must serve proletarian politics and be combined with productive labour.

5

Before, students were shut up in their classrooms. They had little idea how workers and peasants worked. They had no practice in working with their hands, their heads being crammed with formulae and equations. Such students failed to meet the requirements of socialist revolution.

Now students, in the course of receiving education, make a useful contribution to society and state. More importantly, while working together with workers and peasants, the students begin to understand and draw near to the labouring people and learn how to work in their service.

10

The university enrolment system has been changed. Universities take students from among outstanding workers, peasants and soldiers with some years of practical work behind them, on recommendation by the masses and approval by local leaders. This removes the 'book-knowledge first' criterion, which has unfairly barred the labouring people and their sons and daughters from entering the universities.

15

The educational revolution has achieved notable success. The first worker-peasant-soldier students have graduated. Highly conscious politically, they have a vocational experience far above that of old university graduates. They have co-operated with factories and mines, undertaking projects before graduation.

20



Source 2: From an interview given by Xu Xinhua in 1996. Xu had been a high school student in Shanghai when the Cultural Revolution began in 1966. He was working in China as a head teacher when he was interviewed by researchers from an American university.

To me and to the rest of my generation the Cultural Revolution meant not only ten years of turmoil and personal hardship. 25

I went from school to the countryside in 1968. I wasn't given much choice. My two elder brothers had jobs in Shanghai, so that meant I would have to be a peasant. I travelled north believing that hardship is the best way to build character. 30

We students did bring some change to the countryside. You can't say we didn't contribute. I went all out in my work so that I could become a 'Model Education Youth'.

I come from a working-class family. In school I had been an average student. In 1972, universities and colleges started recruiting worker-peasant-soldier students. I thought that my best bet was to work hard so that I could get a recommendation for university. 35

I was nominated to study at university; my parents were very happy because I was the first from our family to go. I'd earned this place for myself.

I studied physics. Education then didn't stress academic excellence. But our training wasn't completely worthless. We were expected to solve many practical problems. One-third of our study time was spent in factories, working with production teams. I thought it was a good way to learn. I only wish I'd had more years of study. 40



Study Sources 1 and 2 in the Sources Booklet before you answer this question.

- 1** How far could the historian make use of Sources 1 and 2 together to investigate the threat posed by Lin Biao, in 1971, to Mao's position?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 1 = 20 marks)

Sources for use with Section A.

Answer the question in Section A on the option for which you have been prepared.

Option 2E.1: Mao's China, 1949-76

Sources for use with Question 1.

Source 1: From the *Communiqué of the Central Committee of the Chinese Communist Party concerning Lin Biao's '12 September' anti-Party Incident*, 18 September 1971. This was the official communication sent to the leadership cadres of the Party and labelled 'Top Secret'.

On 12 September, Chairman Mao was making an inspection tour in the South. Lin Biao took advantage of the opportunity and organised a plot to blow up the train in which Chairman Mao was travelling. That same afternoon, when the plot failed and was exposed, Lin Biao hurriedly left Beijing. He boarded a British-made aeroplane with the intention of surrendering himself to our enemy, the Soviets, and betraying his own country. After crossing the national border, his plane crashed in Mongolia. Lin Biao, his wife and son, and the pilot were all burned to death. 5

By the act of betraying his own country to the enemy, Lin Biao invited his own destruction. Yet his death could not make amends for his crime, and his dishonour will last for ten thousand years to come. What has been most intolerable is that Lin Biao stole a huge quantity of secret documents and foreign currencies. 10

Lin Biao's sworn followers also attempted to escape from the country. They were intercepted by the Air Force and all the documents they had attempted to take with them were recovered. 15

Lin Biao's daughter placed national interest above family devotion by refusing to escape with Lin Biao. She reported the situation in time, which led to the foiling of her father's monstrous conspiracy. She has thus performed a great service to the Party and the state and she has helped the Party Central Committee smash a serious counter-revolutionary coup d'état. 20

Source 2: From an official press release made by the Chinese embassy in Algeria, 28 July 1972. This was the first time that the death of Lin Biao had been officially reported outside of China by Chinese government representatives.

Lin Biao repeatedly committed errors and Mao Zedong had waged many struggles against him. Sometimes Lin Biao was able to control his arrogance and thus was able to accomplish some useful work. But he was not able to give up his underhanded nature. During the Great Proletarian Cultural Revolution he appeared to support the Thought of Mao Zedong and made propaganda in favour of this Thought. He was thus able to fool the masses into becoming, in their eyes, the successor of Chairman Mao Zedong. 25

But he was a double-crossing man. In reality he was opposed to the revolutionary line of Mao Zedong, especially after the Ninth Party Congress. He took part in anti-CCP activities in a planned, premeditated way with a well-determined programme. He aimed to take over power, so usurping the leadership of the party, the government and the army. 30

Mao Zedong unmasked his plot and blocked the manoeuvre. Mao Zedong made efforts to rehabilitate him but Lin Biao did not change his perverse nature one bit. He attempted a coup d'état and tried to assassinate Mao Zedong. After his plot was foiled on 12 September, he fled towards the Soviet Union on a plane which crashed in the People's Republic of Mongolia. 35

- 4 How successful was the Red Guard attack on the 'four olds' during the Cultural Revolution?

(Total for Question 4 = 20 marks)



- 4 'Mao's main motivation for launching the Cultural Revolution was a genuine intent to restore the principles of communist revolution in China.'

How far do you agree with this statement?

(Total for Question 4 = 20 marks)



- 4 How far do you agree that the most significant influence on the course of the Cultural Revolution, in the years 1968–76, was the political influence of Zhou Enlai and Deng Xiaoping?

(Total for Question 4 = 20 marks)



- 4 How far do you agree that the main reason why Mao launched the Cultural Revolution was to get rid of his opponents in the Communist Party?

(Total for Question 4 = 20 marks)



- 5 To what extent did the nature of the Cultural Revolution change in the years 1966–76?

(Total for Question 5 = 20 marks)



-
- 3** To what extent was Mao's personal power challenged by other leading members of the CCP in the years 1957–76?

(Total for Question 3 = 20 marks)



- 4 How far do you agree that the Cultural Revolution had great success in eradicating the 'four olds' from Chinese society?

(Total for Question 4 = 20 marks)



- 4 How far do you agree that the main consequence of the Cultural Revolution was the collapse of education in China?

(Total for Question 4 = 20 marks)



- 4 'The instability in China caused by the Cultural Revolution in the years 1966–67 was successfully overcome in the years 1968–76.'

How far do you agree with this statement?

(Total for Question 4 = 20 marks)



-
- 3** How similar were the key features of the Hundred Flowers Campaign and the Cultural Revolution?

(Total for Question 3 = 20 marks)



Q5

5 How significant was the role of Jiang Qing during the Cultural Revolution?

(Total for Question 5 = 20 marks)



Study Sources 1 and 2 in the Sources Booklet before you answer this question.

- 1** How far could the historian make use of Sources 1 and 2 together to investigate the reaction in China to the death of Mao?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 1 = 20 marks)

Sources for use with Section A.

Answer the question in Section A on the option for which you have been prepared.

Option 2E.1: Mao's China, 1949–76

Sources for use with Question 1.

Source 1: From *Mourning with Deepest Grief the Passing Away of the Great Leader and Great Teacher Chairman Mao Zedong*, 13 September 1976. This was the official CCP Central Committee obituary of Chairman Mao. It was circulated throughout China and published internationally.

Comrade Mao Zedong, the esteemed and beloved great leader of our Party, our army and the people of all nationalities in our country passed away at 00.10 hours on 9 September in Beijing. His death came as a result of the worsening of his condition, and despite the intensive medical care given to him in every way. 5

Chairman Mao Zedong was the founder and wise leader of the Communist Party of China, the Chinese People's Liberation Army and the People's Republic of China. Chairman Mao led our Party in waging a long and complex struggle against the 'Right' and 'Left' opportunists in the Party. Chairman Mao was vital particularly during the Great Proletarian Cultural Revolution, when criticising Lin Biao and Confucius, when criticising Deng Xiaoping, and overcoming the 'Right' deviationist attempt at reversing correct decisions. 10

All the victories of the Chinese people have been achieved under the leadership of Chairman Mao. The radiance of Mao Zedong Thought will forever illuminate the road of advance of the Chinese people. 15

The passing away of Chairman Mao is an immeasurable loss. His passing is bound to evoke immense grief in the hearts of the people of our country. We must carry on the cause left behind by Chairman Mao. We must persist in regarding class struggle as fundamental to the cause, keep to the Party's basic line and persevere in continuing the revolution under the dictatorship of the proletariat. 20

Source 2: From the memoirs of Liang Heng, *Son of the Revolution*, published 1983. Liang Heng lived in Mao's China and emigrated to the USA in the 1980s. He had been a member of the Red Guard despite the fact that his family suffered repression in the 1950s and 1960s. Here he is describing the response in his provincial hometown on the day of Mao's funeral.

The older workers who had lived in old China were perhaps the saddest of all of us. The older people could compare the present with the past. Most of the older people felt that Chairman Mao's socialism had brought them a better life, despite the shortages, the corruption, and the political troubles. It didn't matter 25 for many that the improvement could be measured in pennies; they were deeply grateful and wept as if they had lost one of their own parents.

Despite the plentiful tears of others, I just couldn't seem to make myself cry. 'Chairman Mao' had been one of the first names I had spoken, but I had not grown into my love of Chairman Mao like the older people, it had been 30 imposed on me. Mao did not bring me a better life but one political movement after another, until the very word 'Revolution' had become tedious and meaningless.

Looking around me, I thought about how our ancestors had revered their emperors. If our ancestors had grievances, they assumed that the emperor did 35 not know; that the evil ministers around the emperor were keeping the truth from him. And it was the same under Mao. No one blamed Mao. 'An old man sometimes becomes confused' was the harshest thinking I had heard against him, even during the days of violence.

MARK SCHEMES

official Pearson Edexcel mark schemes



Question	Indicative content
1a	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse the source to consider its value for an enquiry into Mao's plans for China in the aftermath of the civil war. 1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: • It suggests that Mao wants China to become a confident and independent nation ('never again be an insulted nation. We have stood up.') • It suggests that Mao is aware that serious threats to the new regime still exist and he will not be satisfied until he can be sure that all opponents of communism in China are eradicated ('We must not relax our vigilance.') • It provides evidence that Mao believes the reconstruction of China will be achieved through both its natural resources ('our population... our national territory') and international aid ('unity with international friends'). 2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: • As the dominant CCP leader, Mao is setting out his personal agenda for the future of China • Mao is making the speech with the knowledge that communist victory in the war is almost certain and so is setting the tone for the initial aims and objectives of communist rule • The speech was made publically to leading CCP officials at a Congress held to determine the future path of China. 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: • In October 1949, the People's Republic of China was declared and Mao became Chairman of the Central People's Government Council • Initially Mao's plans were focused on nation-building, with some compromise, but identifying and dealing with 'enemies of the state' was also a feature of communist rule from 1949 • The Sino-Soviet agreement of 1950 provided China with economic aid • China became involved in the Korean War 1950-53; one of Mao's concerns was to protect the sovereignty of the newly created People's Republic.



Option 2E.1: Mao's China, 1949-76

Question	Indicative content
1b	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the source in relation to an enquiry into the nature of the Laogai prison system. - The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: - Johnson visited China regularly and so had first-hand experience of China - Johnson's nickname - the 'Red Dean' – suggests that the purpose of his report may have been to justify the use of the Laogai prison system in China - The evidence outlined was second-hand having been reported to Johnson by a Dr Cheng; foreign visitors were usually only allowed access to CCP vetted officials. - The evidence could be assessed in terms of giving weight to the following points of information and inferences: - It suggests that the Laogai prison system was benign ('not prisons in our sense of the word'; 'looked happy, healthy, and strong') - It claims that the Laogai were productive places of work in which prisoners were well looked after ('They were factories'; 'better food than most peasants could afford') - It provides evidence that the Laogai camps were used to rehabilitate political prisoners ('they were mostly counter-revolutionaries'; 'radically changed their lives'). - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: - At any one time Laogai camps held up to 10 million prisoners, the majority of which were overwhelmingly political prisoners - The purpose of the prison camps was to re-educate those identified as 'class enemies' through hard work and political propaganda - Prisoners were used as forced labour in industrial production; these were often the most labour intensive and dangerous jobs, e.g. mining - Survivors of the system described conditions as being intolerable, e.g. minimal food rations, lack of medicine, use of torture, summary execution.

Option 2E.2: The German Democratic Republic, 1949-90

1	1–2	• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.
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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.



Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether Chinese involvement in the Korean War (1950-53) strengthened communist rule in China. Arguments and evidence that communist rule in China was strengthened by Chinese involvement in the Korean War (1950-53) should be analysed and evaluated. Relevant points may include: • Chinese participation in the Korean War created a national identity for the newly formed People's Republic of China (PRC) which in turn strengthened the rule of the Chinese Communist Party (CCP) • Mao and other Communist leaders were able to use the call to national unity to suppress political opponents as traitors and introduce socially repressive policies • The CCP was able to use the 'national security threat' posed by the war to overcome the remaining Guomindang (GMD) forces on the Chinese mainland • Chinese participation strengthened Mao's position as figurehead of the PRC both domestically and internationally. Arguments and evidence that challenge the statement that Chinese involvement in the Korean War (1950-53) strengthened communist rule in China should be analysed and evaluated. Relevant points may include: • The CCP was forced to spend the first years of its rule fighting an external war rather than concentrating on domestic advances • The human and material cost of the war to the PRC undermined its ability to manage the economy effectively • The stalemate in the war allowed the GMD to establish itself as a rival Nationalist Chinese state on the island of Taiwan under the protection of the USA. Other relevant material must be credited.



Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on the changing nature of the Hundred Flowers campaign. Source 1 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • The speech is being made during a debate at Beijing University and this may be indicative of the greater freedom to discuss communist principles encouraged by the Hundred Flowers campaign • Lin Xiling as a supporter of the campaign may have exaggerated the threat to the campaign suggested by her speech • Lin's words were recorded by university students as she spoke and so may not be an exact record of what she said • The speech is being made in May 1957 during the Hundred Flowers campaign but at the point that Mao had begun to question the campaign. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the Hundred Flowers Campaign: • It suggests that Lin Xiling was taking advantage of the Hundred Flowers campaign ('I am very excited to be able to breathe the fresh air...') • It indicates that the Hundred Flowers campaign was gaining support in China ('Now the students of the north-west and elsewhere...') • It indicates that the Hundred Flowers campaign is being undermined by Party officials ('still too many guardians of the rules') • It hints that she is aware that Mao has begun to change tack on the campaign ('It is also said that there are signs of reining in...'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: • In February 1957 Mao delivered a speech 'On the correct handling of contradictions' which appeared to allow constructive criticism of Communist Party rule • The Hundred Flowers campaign took some time to grow but was in full swing by April • May 1957 was a turning point in the campaign; Mao shocked by the growing momentum on May 15th appeared to suggest the movement be controlled • The Communist Party maintained control of the media and communication channels throughout the period of the Hundred Flowers campaign.



Question	Indicative content
	Source 2 - The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: - Statements such as this were officially published by the Communist Party as part of the 'rehabilitation' of those accused of being traitors to the state - It was published in July 1957, directly following a crackdown on the freedoms of speech allowed by the Hundred Flowers campaign - Fei Xiaotang was a notable academic whose statement could be used as an example by the Communist Party. - The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the changing nature of the Hundred Flowers Campaign: - It gives an indication of the positive support given to the campaign by many academics ('Early Spring Weather for Intellectuals') - It shows that official Communist party organisations had participated in the Hundred Flowers campaign ('at a forum of the League Central Committee') - By reference to political activities in 1955, the statement is suggesting that Fei's criticism pre-dated the Hundred Flowers campaign making him a long-standing rightist rather than a constructive critic - It indicates that the Hundred Flowers campaign had run its course by July 1957 ('thankful for criticism from...deputies'; 'I must change'). - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: - The moderate political climate began in 1956 with the 8th Party Conference in September - In June 1957, media publications began to suggest that the campaign was being abused - On 17 June 1957, Mao's February speech was officially published with amendments which suggested that only criticism which strengthened the Party was to be made - By July 1957, a reaction was in full swing leading to arrests, recantations and imprisonment. Sources 1 and 2 The following points could be made about the sources in combination: - Together they exemplify the course of the Hundred Flowers campaign; Source 1 is an example of activity during the Campaign while Source 2 exemplifies the nature of its end - Both Sources give an insight into the range of activities used by critics during the campaign e.g. speeches, debates, unofficial meetings - Together the sources show that the Communist Party remained in control throughout 1957; Source 1 gives examples of underlying repression while Source 2 exemplifies the full force of the Communist state.

Option 2E.2: The German Democratic Republic, 1949-90



Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether the consolidation of communist rule in China, in the years 1949–56, can be explained more by support for the CCP than by the use of intimidation. Arguments and evidence that the consolidation of communist rule in China, in the years 1949–56, can be explained by support for the CCP should be analysed and evaluated. Relevant points may include: • A large percentage of the Chinese population had participated in or were sympathetic to the CCP during the Civil War; many of these people gained advancement in the new China • Many Chinese believed that Mao and the CCP offered a genuinely revolutionary solution to the problems of pre-1949 China and were willing to support radical policies in the 1950s • Initial compromises offered to the middle-classes by the CCP brought support in the form of knowledge and expertise • Initial agricultural reforms gained the support of peasants • Compensation for the owners and shareholders of nationalised businesses brought cooperation • China's commitment to the Korean War created a wave of support for the CCP. Arguments and evidence that the consolidation of the communist rule, in the years 1949–56, can be explained by the use of intimidation should be analysed and evaluated. Relevant points may include: • Many supporters of the CCP used the power structure created in 1949 to settle personal scores and intimidate local areas into conformity • The introduction of the 'anti-movements' (1951–52) began to target the 'bureaucratic capitalist class' • Involvement in the Korean War was used to intimidate Party officials themselves and brought enforced conscription • Anti-landlordism and the 'speak bitterness' campaign after the 1950 Agrarian Reform Act created an atmosphere of intimidation in rural areas • Mao supported, and believed in, the use of intimidation as a fundamental tenet in the consolidation of communist rule. Other relevant material must be credited.



Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the statement that violence was the most significant feature of the establishment of Communist rule in China in the years 1949–57. Arguments and evidence that violence was the most significant feature of the establishment of Communist rule in China in the years 1949–57 should be analysed and evaluated. Relevant points may include: • Violence against those identified as class enemies was sanctioned from the very top and so legitimised as a means of control; Mao believed that the use of violence was necessary to achieve proletarian revolution • Violence was often used selectively to win over the support of certain groups, e.g. the redistribution of land to the peasantry, in the early 1950s, resulted in the death of an estimated one million landlords • Both arbitrary and organised violence, e.g. 'struggle sessions' created a climate of fear which in turn created a social environment dominated by conformity • The PLA carried out violent reunification campaigns in Tibet, Xinjiang and Guangdong to enforce Communist control of regions with strong religious, cultural or non-communist identities. Arguments and evidence that counter the statement that violence was the most significant feature of the establishment of Communist rule in China in the years 1949–57 should be analysed and evaluated. Relevant points may include: • The legitimacy of Communist rule was reinforced by a genuine popularity amongst a large proportion of the Chinese people for Communist policies and Mao's leadership • Mao was willing to work with members of the bourgeoisie, bureaucrats and experts to strengthen Communist rule, e.g. members of the civil service pre-1949, industrial experts during the First Five-Year Plan • Successful indoctrination through the use of propaganda and mass mobilisation campaigns created enthusiasm for Communist policies • Confidence in Communist rule was encouraged by the voluntary return of many exiled artists and intellectuals inspired by the promise of cultural reform. Other relevant material must be credited.

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which Mao was able to maintain a dominant position within the Chinese government in the years 1949-62. Arguments and evidence that Mao was able to maintain a dominant position within the Chinese government in the years 1949-62 should be analysed and evaluated. Relevant points may include: • Mao was head of state from 1949-1959 (Chairman of CPG 1949-54 and of PRC 1954-59) and his decisions and policies were those that were implemented, e.g. intervention in Korea, the 'antis' campaigns, the Great Leap Forward • Throughout the period Mao was Chairman of the CCP; the influence of the Politburo on the State Council meant that his own influence remained strong even when he stood down as head of state in 1959 • Mao maintained a strong support base from amongst the 'ideologues' in the government • As Chairman of the National Defence Council Mao had control and influence over the PLA. Arguments and evidence that Mao was not able to maintain a dominant position/his position was limited within the Chinese government in the years 1949-62 should be analysed and evaluated. Relevant points may include: • By 1962, the government of China was an increasingly collective leadership with other influential leaders, e.g. Zhou Enlai, Peng Dehuai, Liu Shaoqi and Deng Xiaoping • Mao suffered some setbacks in the mid-1950s; ill-health allowed opponents to criticise Mao Zedong Thought and the initial reaction to the Hundred Flowers Campaign was lukewarm • Mao was challenged by 'pragmatists' in the government throughout the period but particularly after 1958 over the nature of his economic policies during the Great Leap Forward • In the aftermath of the Lushan Conference (1958), Mao stepped down as head of state (1959) and withdrew further from frontline politics in 1962. Other relevant material must be credited.

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the statement that the most significant consequence for China of its intervention in the Korean War was the enhancement of China's international prestige. Arguments and evidence that the most significant consequence of China's intervention in the Korean War was the enhancement of China's international prestige should be analysed and evaluated. Relevant points may include: • China's reputation as an effective military power was enhanced by three years of conflict with US/UN forces from which China emerged undefeated • China's direct support for North Korea signalled China's willingness to support communist governments and encourage the spread of communism in the international arena • It affected Sino-Soviet relations; in the short-term it indicated that China's junior role in the alliance should not be taken for granted and in the long-term may have encouraged Mao to become more independent • China was involved in diplomacy to bring about the armistice in Korea (1953) and Chinese representatives attended the Geneva Conference (1954). Arguments and evidence that the enhancement of China's international prestige was limited and/or other consequences were of more significance should be analysed and evaluated. Relevant points may include: • The Korean War ended in a stalemate with the Panmunjom truce; three years of fighting resulted in a return to the geopolitical situation of 1950 • China remained largely isolated in the international community; the US and the UN continued to recognise Taiwan diplomatically as the 'true' China • China remained beholden to the USSR; it had effectively fought a physical war on its behalf with the cost of the war making China dependent on the Soviets for loans and aid • The prosecution of the war allowed Mao to consolidate his personal power and the rigorous implementation of the national unity campaign allowed the rapid and complete consolidation of the political power by the CCP • The cost in money, resources and lives was hugely detrimental to the social development and economic advancement of China in the 1950s • The war was used to justify the brutal suppression of any remaining GMD

	sympathisers in Guangdong and, in particular, the border areas of Xinjiang and Tibet. Other relevant material must be credited.
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3	6–8	• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail. • Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is not fully substantiated. Explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author.
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Section A: Questions 1b/2b

Target: AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
1	1–2	• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements.
2	3–5	• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concept of reliability is addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	6–9	• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of weight takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria, with some justification.

4	10–12	- Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion. - Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. - Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
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Section B

Target: AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	- Simple or generalised statements are made about the topic. - Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. - The overall judgement is missing or asserted. - There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–10	- There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. - Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. - An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. - The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11–16	- There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. - Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. - Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. - The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17–20	- Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. - Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. - Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. - The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.

Section A: indicative content**Option 2E.1: Mao's China, 1949–76**

Question	Indicative content
1a	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse the source to consider its value for an enquiry into attitudes towards foreigners living in China at the launch of the Cultural Revolution. - The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: - It suggests that generally there was an air of mistrust towards foreigners ('minor scuffles...for taking photographs or reading specific revolutionary posters.') - It indicates that attitudes were changeable ('the mood hardened', 'A softening...produced smiles') and arbitrary ('our treatment...depend largely...particular groups...rather than a general policy') - It suggests that some foreigners may have been viewed as more dangerous than others ('only a few foreign journalists and diplomats were actually physically abused', 'cheers for us lecturers'). - The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: - It was written and published in 1966 very soon after the events being described and so the author is able both to document events that are fresh in the mind and to reflect on the impact of events - The article was published in Britain and so would not have been subject to censorship - The tone and use of language suggests that the author was trying honestly to convey the situation at the time in a balanced way. - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: - Foreigners in Mao's China, even those sympathetic to the regime, were generally treated with mistrust and suspicion, often being accused of spying for 'enemy' states - The purposefully chaotic nature of the Cultural Revolution meant initially that policies and targets were not always clear - Diplomats were often the target of the Red Guard and, in 1967, the attacks escalated, e.g. Sino-Soviet disagreements saw Soviet diplomats being attacked and the British embassy was ransacked and burned.



Question	Indicative content
1b	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the source in relation to an enquiry into the impact of revolutionary art and culture in China. - The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: - It was written in 1975, towards the end of the Cultural Revolution, and so the author was in a position to comment on the effects of nearly a decade of revolutionary art and culture, in so far as he was free to do so - It was written specifically to extol the virtues of the introduction of revolutionary art and culture in China - It is written in the official tone and language of the Communist regime in China but is unusual in admitting that not everything is 'excellent'. - The evidence could be assessed in terms of giving weight to the following points of information and inferences: - It claims that the imposition of revolutionary art and culture has completely transformed the cultural life of China ('smashed the counter-revolutionary revisionist line...far-reaching changes') - It claims that the revolutionary arts are popular ('won the enthusiastic approval') and flourishing ('creation on a mass scale') - It suggests that the quality of some of the new revolutionary art and culture may be questionable by damning with faint praise ('or fairly good examples have appeared'). - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: - The imposition of revolutionary art and culture was overseen in the name of Mao by his wife, Jiang Qing - Many artists refused to co-operate with the official rules and regulations for the production of art and the quantity and quality of artistic work is generally agreed to have declined under Mao - Millions of Chinese people had the opportunity to see opera and film but there were only a limited number of officially approved productions, such as the 6 official Beijing operas, which were viewed over and over again.

Option 2E.2: The German Democratic Republic, 1949–90

Question	Indicative content
2a	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse the source to consider its value for an enquiry into the extent of emigration from the GDR to West Germany in the 1950s. - The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: - It suggests that the extent of emigration is such that the economy of the GDR is under threat from the number of people leaving ('betray what our people have created through common labour') - It provides evidence that a wide variety of different groups in society are leaving the GDR ('young people, workers, or academic intellectuals') - It suggests that the extent of emigration is such that it is threatening the political and social foundations of the GDR, and hence its very existence ('the interests of the whole German nation', 'life is already beginning'). - The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: - It shows that the SED were sufficiently concerned about the situation to produce propaganda to address the issue of emigration - It was written in 1955 at a time of growing dissatisfaction with the SED authorities and as emigration was beginning to increase - As propaganda it provides unwitting evidence of the nature of the problems caused by emigration to West Germany. - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: - In the years 1951-54, one and half million East Germans emigrated to West Germany and this continued to increase throughout the 1950s - The GDR increasingly suffered a skills gap in technology and manufacturing as emigrants were often the most educated and skilled workers - The imposition of collectivisation led to many farmers and agricultural workers emigrating to the FRG - As emigration increased, the East German government imposed bureaucratic regulations, such as deregistration from the GDR, in an attempt to slow down <i>Republikflucht</i>.



Question	Indicative content
2b	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the source in relation to an enquiry into the use of propaganda and censorship in the GDR. 1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: • It is written by someone who grew up in the GDR and so had first-hand experience of the influence of propaganda and effects of censorship • The author is reflecting on his life in the GDR after several decades and is writing from the hindsight of the collapse of the GDR • The author's family background means that he would have insight into both the conformist and non-conformist elements of society in the GDR. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It indicates that propaganda and censorship were used to attempt to indoctrinate the youth of the GDR ('What we have achieved since the foundation of the GDR', 'FDJ propaganda meetings') • It provides evidence that the history of the GDR was censored to promote the ideals of the GDR and attack those of the West ('In class I wrote that...started...by West German agents...damage the working class') • It suggests that the use of propaganda and censorship was ineffective ('I found out how things really worked', 'without my teachers noticing'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: • The SED controlled all aspects of the media, e.g. journalists were given strict guidelines as to what they could write about and even the vocabulary they were to use, television was state-owned and broadcast • Young people were subject to propaganda through the school curriculum and membership of the FDJ youth organisation; children who did not conform were often unable to progress into tertiary education • By the end of the 1970s, it was increasingly difficult for the SED to prevent East Germans from getting access to West German radio and television broadcasts.

Section B: indicative content**Option Option 2E.1: Mao's China, 1949–76**

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about how successful the reunification campaigns were in achieving their aims. Arguments and evidence that the reunification campaigns were successful in achieving their aims should be analysed and evaluated. Relevant points may include: • Attempts to suppress potential opposition in 'troublesome' geographical areas for the CCP resulted in the successful subjugation of the people in these areas by the military, and later the Party • A force of 60,000 Tibetans proved unable to defend Tibetan independence. By 1951, the CCP had introduced a policy of systematically destroying Tibetan culture and identity while encouraging Han Chinese to settle in Tibet • In the GMD heartland of Guangdong, the CCP were able to establish control relatively swiftly, as the GMD abandoned its defence of the province and the province capitulated within two weeks of the establishment of the PRC • In Xinjiang a combination of the CCP co-option of local Uighur leaders, a Han settlement policy and military occupation successfully subjugated the area and created a buffer zone of security for the PRC. Arguments and evidence that the reunification campaigns were not successful in achieving their aims should be analysed and evaluated. Relevant points may include: • In Tibet opposition remained a constant feature during the 1950s, leading to the Tibetan uprising in 1959; the subsequent exile of the Dalai Lama continued to highlight Chinese repression in Tibet • Opposition remained so strong in Tibet that, in 1958, the CCP appear to have resorted to a policy of deliberately creating a famine in Tibet • In Guangdong resistance to the CCP continued for some time in the south of the province and the CCP treated the province with some suspicion throughout Mao's rule • In Xinjiang attempts to control the Uighurs and, in particular, the Muslim religion were not wholly successful with acts of opposition and resistance to religious persecution remaining constant throughout Mao's rule. Other relevant material must be credited.

Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether Chinese involvement in the Korean War had a positive impact on Communist rule in China. Arguments and evidence that Chinese involvement in the Korean War had a positive impact on Communist rule in China should be analysed and evaluated. Relevant points may include: • The war provided an opportunity for the CCP to strengthen its hold on power through its appeal to national unity against the threat of the 'foreign interests' • The CCP was able to consolidate its rule by using national security concerns related to the war as a justification for implementing greater repression against domestic opponents • The relative success of the Chinese forces in Korea against the US-led UN forces increased the international standing of Communist China, and thus enhanced the standing of the communist regime at home • Mao's personal standing as leader of the CCP was enhanced; the war gave Mao an opportunity to hone his leadership skills, to develop his brand of communism and to act as an international protector of communism. Arguments and evidence that Chinese involvement in the Korean War had a negative impact on Communist rule in China should be analysed and evaluated. Relevant points may include: • Economic progress and stability were seriously undermined by the need to divert domestic resources into the war effort • The loss of 400,000-800,000 lives in the war, along with the human impact of the policy of repression, particularly after the ravages of the civil war period, was detrimental to the development of communist China • In order to resource the war, Mao was forced into a loan agreement with the Soviet Union which required repayment at the expense of economic and social progress. Other relevant material must be credited.

1	1–3	• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
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3	6–8	• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail. • Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is not fully substantiated. Explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author.
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Section A: Questions 1b/2b

Target: AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
1	1–2	• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements.
2	3–5	• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concept of reliability is addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	6–9	• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of weight takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria, with some justification.

3	8–12	• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification.
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Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether, in China, it was only the CCP that truly benefited from Chinese intervention in the Korean War. Arguments and evidence that, in China, it was only the CCP that truly benefited from Chinese intervention in the Korean War should be analysed and evaluated. Relevant points may include: • The CCP was able to enhance its control over China by using national security concerns to suppress, often brutally, opposition groups and individuals who questioned policies or were seen as ideological threats • CCP control was enhanced by using propaganda, e.g. the 'Resist America' campaign, to create an atmosphere of paranoia in which the CCP was seen as the 'true' defender of China against a hostile outside world • The CCP gained support as a result of the national pride gained from the relative effectiveness of China's armed forces against a world superpower and its role in the peace negotiations • Intervention brought great human and social cost; an estimated 1 million Chinese died as a direct result of the war and as many again in the Great Terror. Millions were proscribed, imprisoned or internally exiled • Intervention came at great economic cost: investment in rebuilding the post-civil war economy was diverted into financing and resourcing the war, trade was disrupted and China became dependent on Soviet loans. Arguments and evidence that counter the statement that, in China, it was only the CCP that truly benefited from Chinese intervention in the Korean War should be analysed and evaluated. Relevant points may include: • Mao's personal prestige in China was enhanced; his role in driving the Chinese intervention in Korea enabled him to establish his dominant position as the leader of China • Although the international community continued to deny the PRC formal international recognition, the war established Mao as a leader with a global presence • Participation in the war meant that the PLA continued to be influential in China, at a time when it might be expected that military influence would lessen, so providing a potential alternative power base to the political CCP • China's participation in the Korean War brought a sense of national unity to the Chinese people themselves, after the decades of chaos and internal division, bringing a sense of purpose and some optimism • As a result of wartime economic priorities, investment in national infrastructure projects, enabled by Soviet loans and technical experts, brought much needed post-civil war economic development. Other relevant material must be credited.



Question	Indicative content
1(a)	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse the source to consider its value for an enquiry into the reasons for the Great Famine of 1958–62. - The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: - It suggests that the Great Leap Forward demotivated the peasants ('everyone was told that they had to take part...hardly anyone did much farming') - It claims that collectivisation led to a reduction in crop production ('we joined a big collective...only a few crops by the roadside') - It provides evidence that the government investigation teams believed that collective farms were producing bumper harvests ('it was reported that several thousand kilograms...the numbers were exaggerated.'). - The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: - Zhu Erge was a peasant who had lived through the Great Leap Forward and had first-hand experience of its impact - Zhu Erge may have been more willing to speak to the researcher more frankly than to other researchers because the researcher was Chinese by birth - The promise of anonymity may have encouraged the interviewee to be candid. - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: - The Great Famine coincided with Mao's introduction of the Great Leap Forward; Mao hoped to increase agricultural productivity through the implementation of scientific farming methods - The aggressive and often violent introduction of collectivisation appears to have led to some apathy in the countryside, so reducing crop production - The 'backyard furnace' policy encouraged collectivised peasants to produce iron and steel and so drew peasants away from farming, so reducing crop production
	Cadres, believing that harvests were plentiful, requisitioned increasingly large quotas of crops to feed the urban population reducing the food available in the rural areas.



Question	Indicative content
1(b)	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the source in relation to an enquiry into the success of the barefoot doctor scheme in rural China. - The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: - The book was published purposefully to promote positive aspects of the life in a commune in Mao's China; the authors had been trained to write in a manner and tone that would appeal to a foreign audience - The authors are writing from experience having visited a real commune; communes visited by journalists were often 'model' operations - By 1973 the barefoot doctor scheme had been in operation for five years and so the scheme would have had time to establish itself. - The evidence could be assessed in terms of giving weight to the following points of information and inferences: - It provides evidence that the barefoot doctors provided a range of medical and health services, e.g. family planning, prevention and cure of disease, dental treatment - It provides evidence that the barefoot doctors are conscientious and have training ('leave at once', 'learn medicine', 'skilled in acupuncture') - It suggests that despite claims of success there are shortcomings that cannot be hidden, e.g. part-time healthcare, reliance on local knowledge, limited numbers, lack of painkillers - It implies that youthful enthusiasm and revolutionary credentials rather than training and skills are the criteria for becoming a barefoot doctor ('fairly high level of socialist consciousness', 'free from old ideas'). - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: - The barefoot doctor scheme was introduced in 1968 when an already distinct shortage of professionally-trained rural doctors had been made worse by the excesses of the Cultural Revolution - The barefoot doctor scheme did provide basic healthcare in rural areas and was particularly successful in implementing preventative health campaigns to combat endemic disease - There was a limited supply of barefoot doctors, the first group consisted of only 28 trainees, and villagers were often wary of young people so directly connected to the party organisation

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|--|---|
| | <ul style="list-style-type: none">• The decline of the Cultural Revolution saw a concerted effort to link the barefoot doctors with professional doctors so using the strengths of each to create a more effective health service in the countryside. |
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Option 2E.2: The German Democratic Republic, 1949-90



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.



Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about how accurate is it to say that industrial and agricultural policies were successful in the years 1952-57. Arguments and evidence that industrial and agricultural policies were successful in the years 1952-57 should be analysed and evaluated. Relevant points may include: • The First Five-Year Plan resulted in improvements in industrial output, the growth of heavy industry and construction leading to annual economic growth of 9% per year • Industrial strength was boosted by Soviet support in the form of advice, materials and money • Industrial policies strengthened the economic development of urban areas • In rural areas collectivisation policies continued to be put into place reaching 90% of agricultural land by 1957. Arguments and evidence that industrial and agricultural policies were not successful or were limited in the years 1952-57 should be analysed and evaluated. Relevant points may include: • Industrial projects used high proportions of labour to machines which was not always efficient • Policies led to severe inequalities in economic development between urban and rural areas – many peasants moved to the more comfortable urban areas • High agricultural production targets and grain requisitioning led to some disruption in food production leading to food shortages in some rural and urban areas. Other relevant material must be credited.

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the extent to which communist agricultural policies in China changed in the years 1949-58. Arguments and evidence that communist agricultural policies in China changed in the years 1949-58 should be analysed and evaluated. Relevant points may include: • Initial land reform based on the redistribution of land to the peasantry was replaced by an official commitment to collectivisation after 1952 • Voluntary collectivisation was replaced by enforced collectivisation; from 1956 to 1958 750,000 existing communes were amalgamated into 70,000 • Private ownership of land was abolished as part of the Great Leap Forward introduced in 1958 • The Great Leap Forward centralised the whole farming system under the control of the Communist Party and Lysenkoism was introduced. Arguments and evidence that communist agricultural policies in China did not change in the years 1949-58 should be analysed and evaluated. Relevant points may include: • Anti-landlordism and violent attacks on 'kulakism' remained a feature of agricultural policy throughout the period • Collective agricultural policy was always the ultimate goal of Mao and the communist leadership and was encouraged from the start • A belief that the peasantry was not to be trusted and needed to be controlled saw a degree of centralisation imposed throughout the period • Agricultural production methods continued to be labour-intensive. Other relevant material must be credited.

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the suggestion that the introduction of communes was more beneficial than harmful to Chinese peasants in the years 1949-62. Arguments and evidence that the introduction of communes was beneficial to Chinese peasants in the years 1949-62 should be analysed and evaluated. Relevant points may include: • Communal life promised stability after the upheavals of the civil war years in China • Over 95% of Chinese peasants lived in communes by the end of the 1950s with access to centralised farming methods designed to improve efficiency and production • Communes provided social welfare services for the Chinese peasants such as housing, education and community facilities e.g. baths, eating places • Communes transformed the lives of women, in particular, offering work, education and child-care provision • Communes created greater economic and social cohesion providing poorer peasants with better opportunities and, in the early years, encouraging, and not forcing, wealthier peasants to join. Arguments and evidence that the introduction of communes in the 1950s was harmful to Chinese peasants in the years 1949-62 should be analysed and evaluated. Relevant points may include: • The initial voluntary creation of communes was replaced by enforcement from 1956 • The imposition of centralised farming methods, such as Lysenkoism, led to harvest failure and the 'Great Famine' of 1958-62 • The reality of life on the communes was long hours of hard labour and the loss of personal freedoms; women, in particular, suffered as a result of points based reward systems • Communal life allowed the communist authorities to scrutinise and control peasant lives, and attempt to eradicate criticism • Peasants considered to have 'bourgeois' backgrounds or tendencies were subject to violence and intimidation and 're-education' campaigns. Other relevant material must be credited.

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the accuracy of the suggestion that the great famine (1958-62) was caused by the policy of Lysenkoism. Arguments and evidence that the great famine (1958-62) was caused by the policy of Lysenkoism should be analysed and evaluated. Relevant points may include: • Lysenko's eight-point agricultural 'constitution' was enforced on farmers uniformly in all areas of China regardless of the climate and soil conditions • Practices designed to increase crop yield, such as 'close planting' and 'deep ploughing', and to implement pest control, such as the Four Pests campaign, actually decreased the yield • Food production was disrupted by the enforced removal to labour camps of peasants who refused to implement the compulsory production policies • The decision to enforce Lysenkoism in Tibet after the 1959 uprising was made deliberately with the knowledge that it would extend the famine into the province. Arguments and evidence that the great famine (1958-62) was not caused by the policy of Lysenkoism should be analysed and evaluated. Relevant points may include: • A series of natural disasters, such as flooding, drought and insect infestation, in the years 1958-62 seriously affected food production • The overall extent of change in agricultural and industrial policy, such as collectivisation and the Great Leap Forward, put great strain on food production, e.g. the impact of the backyard furnace campaign • Mao was responsible; Mao personally drafted the agricultural programme introduced in 1958 and the cult of the personality he encouraged prohibited any criticism and remedial action being taken. Other relevant material must be credited.



Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the statement that the agricultural and industrial problems created in China, in the years 1952–62, were solved by the reforms of Liu Shaoqi and Deng Xiaoping in the years 1962–65. Arguments and evidence that that the agricultural and industrial problems created in China, in the years 1952–62, were solved by the reforms of Liu Shaoqi and Deng Xiaoping in the years 1962–65 should be analysed and evaluated. Relevant points may include: • The most immediate problem of food supply was solved by importing grain • A reduction in the size of collective farms and restoration of some private farming led to a return to previous levels of grain production by 1965 • The movement of millions of people from urban to rural areas brought greater stability in the countryside • Unrealistic production targets were replaced with more realistic planning (Third Five Year Plan) which led to increased industrial production • Relaxation of the persecution of scientific experts and managers, along with the closure of inefficient projects, created a more stable economy. Arguments and evidence that the agricultural and industrial problems created in China, in the years 1952–62, were not solved by the reforms of Liu Shaoqi and Deng Xiaoping in the years 1962–65 should be analysed and evaluated. Relevant points may include: • Agricultural regions continued to suffer from a lack of labour supply due to the impact of the Great Famine and urbanisation • Grain production levels remained vulnerable with China dependent on imports until the 1970s • The suspicion and antipathy of some Communist leaders towards market principles and individual incentives constrained the scope of the reforms • The agricultural and industrial decline of some areas, e.g. Tibet was purposefully not addressed • The reforms failed to address the fact that industry was unable to keep pace with demand for manufactured goods. Other relevant material must be credited.

Option 2E.2: The German Democratic Republic, 1949–90



Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how far the aims and objectives of the First Five-Year Plan were different from those of the Second Five-Year Plan (the Great Leap Forward). Arguments and evidence that the aims and objectives of the First Five-Year Plan were different from those of the Second Five-Year Plan (the Great Leap Forward) should be analysed and evaluated. Relevant points may include: • The First Plan was intended to develop heavy industry, mineral resources and the industrial infrastructure while the Second Plan concentrated particularly on increased agricultural and steel production • The First Plan was designed to utilise technological expertise and modern machinery while Mao's plan for the Second Plan was to utilise mass mobilisation using peasant manual labour and more basic technology • The First Plan was intended to mirror the aims of the Soviet Five-Year Plans under Stalin and to utilise Soviet aid while the Second Plan aimed to develop a uniquely Chinese economic plan independent of the USSR • The First Plan was based on planning outcomes that proved to have a realistic basis, e.g. a developing urban economy, whereas the Second Plan was based on unrealistic outcomes, e.g. backyard furnaces. Arguments and evidence that the aims and objectives of the First Five-Year Plan were similar from those of the Second Five-Year Plan (the Great Leap Forward) should be analysed and evaluated. Relevant points may include: • Both aimed to transform China into a modern industrial society that could compete with other industrial powers • Both were based on the concept of a state-controlled economy organised through central planning • Both aimed to increase economic productivity through the collectivisation of the workforce, working practices and working and living conditions at the expense of private ownership and enterprise • Both placed some emphasis on the application of Soviet scientific and technological ideas; the First Plan on the expertise of Soviet technicians and the Second Plan on the agricultural theories of Lysenkoism. Other relevant material must be credited.

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the statement that the launch of the Great Leap Forward was motivated by a genuine desire to build upon the achievements made in agriculture and industry in the years 1949–57. Arguments and evidence that the launch of the Great Leap Forward was mainly motivated by a genuine desire to build upon the achievements made in agriculture and industry in the years 1949–57 should be analysed and evaluated. Relevant points may include: • Many in the CCP felt that by 1958, with agricultural productivity increasing and the First Five-Year Plan seeing growth in heavy industry and construction, it was important to build on initial successes • The Great Leap Forward was intended to harness industry to the strengths of the relatively more successful agricultural sector • Mao genuinely felt that recent successes in collectivisation policies meant that the Chinese peasantry was ready and able to undergo the transition to mass mobilisation as an industrial as well as an agricultural workforce • The programme for the Great Leap Forward was based on the success of water infrastructure projects, which had been implemented in the mid-1950s • Exaggerated reports of success in some regions encouraged Mao and other leaders to believe that there was a healthier economic foundation from which to launch the Great Leap Forward than there really was. Arguments and evidence that the launch of the Great Leap Forward was not mainly motivated and/or was motivated by other reasons than a genuine desire to build upon the achievements made in agriculture and industry in the years 1949–57 should be analysed and evaluated. Relevant points may include: • Mao was actually frustrated by what he saw as the lack of progress in industry and saw the Great Leap Forward as a chance to force the pace of industrial production more aggressively • As relations with the Soviet Union began to sour in the mid-1950s, Mao was motivated by a personal desire to develop an economic programme unique to China • Control of the Great Leap Forward was with the CCP rather than state organisations, suggesting that there was a political motivation for its launch • The launch was motivated by a desire to promote Chinese socialist revolutionary thinking and concepts, e.g. the mass mobilisation of the peasantry, permanent revolution • The Great Leap Forward provided an opportunity to advance Mao's political and personal power over China, e.g. cadres could prove their revolutionary credentials and peasants and workers show their devotion. Other relevant material must be credited.



Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the effectiveness of the Great Leap Forward. Source 1 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • May 1958 was in the early period of implementation and so may reflect a true picture of the initial phase. However, it is unlikely that such initiatives would have made such rapid progress • Liu Shaoqi was a leading member of the CCP, and in 1958 he was fully supportive of the Great Leap Forward; as such he may have exaggerated the success of the initiative being described • In 1958 not all party officials were supportive of the Great Leap Forward initiative and Liu may have felt it necessary to use the Eighth Congress as a platform to persuade party members of its efficacy. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the effectiveness of the Great Leap Forward: • It claims that, even in its early stages, the Great Leap Forward was transformational ('greater and more rapid growth', 'outstanding features...industrial achievement') across a variety of economic sectors • It claims that the increase in production of iron and steel is due to the development of local industry ('rapid growth of local industries') • It suggests that the Great Leap Forward was underpinned by the effective deployment of human labour ('the masses of the people have demonstrated to conquer nature') • It implies that the Great Leap Forward is effective due to the socialist policies of the CCP ('communal farmers', 'productive forces of the people'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: • The Great Leap Forward was proposed by Mao and his supporters to

Question	Indicative content
	advance, even more rapidly, gains made during the First Five Year Plan • The CCP continued to claim through the period of the Great Leap Forward that the policies were breaking all agricultural and industrial production records • Production statistics were provided by local cadres who were often scared of the consequences of reporting any failure to a party leadership who were obsessed with statistical evidence of success • The production of iron and steel undoubtedly increased as a result of the local backyard furnace campaign but the quality of the metal produced made much of it unusable. Source 2 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • 'Liushi' was an eyewitness to the impact of the Great Leap Forward in his home region and experienced the consequences himself • 'Liushi's' position within the local communist party structure makes his criticism of the Great Leap Forward particularly credible • The promise of anonymity probably encouraged 'Liushi' to be truthful about events but there is the possibility that he may have exaggerated events because this is what he thought the interviewer wanted to hear. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the effectiveness of the Great Leap Forward: • It provides evidence that local iron and steel production was detrimental to agricultural production ('hardly any labourers left in the countryside') • It implies that the mass mobilisation of the populace was enforced ('farmers were sent', 'no one dared to ask') rather than supported and that it was unpopular ('some people escaped') • It provides evidence that incompetence ('the measurements were wrong') and corruption ('"Wind of Exaggeration", 'people would cheat') undermined the effectiveness • It suggests that the Great Leap Forward was a total failure ('stopped building', 'hardly any food was produced', 'productivity decreased...dramatically'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: • Although there is some evidence of early successes during the Great Leap Forward these were often at an experimental scale and right from the start the national picture was less positive



Question	Indicative content
	• Close planting was encouraged as a feature of Lysenkoism; fields were oversaturated with seedcrops that struggled to compete for nutrients and water • Local cadres would often provide false visual evidence, e.g. wheat stands, backyard furnaces to prove that agriculture and industry was productive • Natural disasters, such as flood and drought, also added to the difficulties in implementing the Great Leap Forward. Sources 1 and 2 The following points could be made about the sources in combination: • Source 1 provides the 'official version' of the success of the Great Leap Forward, whereas Source 2 is an eyewitness account of the reality • The claims in Source 1 are refuted in Source 2 • Both Sources agree about the major policies implemented during the Great Leap Forward but disagree as to their outcome • Source 1 is a snapshot on the first few months of the Great Leap Forward; Source 2 provides a longer overview of its implementation.

Option 2E.2: The German Democratic Republic, 1949-90

Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement as to whether the introduction of people's communes improved the lives of the peasantry in China in the years 1958–76. Arguments and evidence that the introduction of people's communes improved the lives of the peasantry in China in the years 1958–76 should be analysed and evaluated. Relevant points may include: • The people's communes offered peasant farmers greater access to agricultural technology and the opportunity to farm productively through collective agricultural methods • Communal living brought social welfare such as better housing, improved educational access and more effective healthcare • Women had equal status within the communes and were freed from their previous 'dual' responsibility of work and domestic duties; communes provided communal canteens and kindergartens • The peasantry was freed from the inequality of the peasant-landlord relationship that had been a source of peasant resentment in pre-PRC China. Arguments and evidence that the introduction of people's communes did not improve the lives of the peasantry in China in the years 1958–76 should be analysed and evaluated. Relevant points may include: • The reality of life in the people's communes was one of continued management and oversight by CCP cadres; social welfare policies were often the last to be implemented as cadres focused on productivity • Exhausting manual labour was the mainstay of the working practices within the communes, with the fittest and strongest men gaining the most from the points-based system of work credits • People's communes led to the erosion of many cultural practices, such as traditional funerals and festivals • The implementation of the Great Leap Forward in the people's communes from 1958 was devastating for agricultural production, resulting in famine and starvation in the rural areas with an estimated 30-50 million deaths. Other relevant material must be credited.

3	8–12	• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification.
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3	6–8	• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail. • Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is not fully substantiated. Explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author.
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Section A: Questions 1b/2b

Target: AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
1	1–2	• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements.
2	3–5	• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concept of reliability is addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	6–9	• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of weight takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria, with some justification.

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.



4	10–12	• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
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Section B

Target: AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	- Simple or generalised statements are made about the topic. - Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. - The overall judgement is missing or asserted. - There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–10	- There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. - Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. - An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. - The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11–16	- There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. - Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. - Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. - The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17–20	- Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. - Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. - Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. - The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.

Section A: indicative content**Option 2E.1: Mao's China, 1949–76**

Question	Indicative content
1a	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse the source to consider its value for an enquiry into the impact of the Korean War on China. - The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: - It suggests that the Korean War led to challenges for the Chinese economy ('reducing China's bureaucracy...economic savings', 'budget...increased by 60 per cent. 32 percent...directly...used in Korea.') - It suggests that Mao is using the Korean War to establish greater control for the CCP over China as a whole ('carrying out various measures within China to secure stabilisation...develop... further') - It suggests that participation in the war has made Mao more confident of China's international position ('Peace is advantageous to us but we are not afraid of prolonging the negotiations.') - It indicates that China may have become more reliant on the USSR ('The military loans provided by the Soviet Union to China'). - The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: - As the Chinese Head of State, Mao would be in an excellent position to comment on the extent to which the Korean War was affecting China - The relatively frank tone of the telegram is useful because it conveys Mao's perspective on the ways in which the Korean War is impacting China - The telegram was sent in November 1951, over a year into the fighting in Korea, and so the impact on China would be becoming clearly apparent. - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: - China supported Korea with resources from the beginning of hostilities in June 1950, with commitment in both men and materiel increasing substantially after China's direct entry into the war in October 1950 - The CCP presented the Korean War as a national struggle against imperialism, so allowing the Party to consolidate its physical and ideological control over China through conformity in all aspects of life - The draining of its resources, both human and material, damaged China's ability to recover economically from the civil war period - China's international position was impacted. China's military intervention was notice of its potential to influence world events in the future but also made it more dependent on the support of the Soviet Union.



Question	Indicative content
1b	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the source in relation to an enquiry into the nature of the reunification campaign in Tibet in the 1950s. - The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: - As a product of the Publicity Department of the CCP, the booklet was clearly designed as a propaganda exercise - Being written in English, the purpose of the book was to explain to a foreign audience the experiences of, and attitudes towards, national minorities under Mao, without being reliant on unofficial translations - The booklet gives a retrospective account of the events in Tibet in the 1950s from the official viewpoint of the CCP at the end of Mao's rule. - The evidence could be assessed in terms of giving weight to the following points of information and inferences: - It suggests that the reunification of Tibet proved to be a challenging experience for the CCP ('peacefully liberated in May 1951...In 1959,...counter-revolutionary armed rebellion.') - It claims that China's actions were justified ('complete the reunification of our country, defend China and emancipate the people.') and beneficial ('Highways...hospitals...loans...trade') - It claims that, in the events of 1959, the CCP were acting against illegitimate and violent opponents ('conspired with imperialist(s)', 'The agreement...was torn up', 'slaughtered...attacked...disrupted...massacred') - It claims that the treatment of Tibet by the CCP was completely benign ('warm support') and that most of the people of Tibet wished to be part of communist China ('overcome...support and assistance', "stood up"). - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: - In 1949, Tibet was recognised internationally as being independent but the new CCP government believed it was legitimately part of China and identified the need for 'reunification' to strengthen China's security - China began its 'reunification' campaign in October 1950, taking until May 1951 to take control of Tibet. Although China claimed sovereignty, initially Tibetan leaders attempted to work with the CCP 'Reunification' included the suppression of traditional Tibetan culture and increasing Han in-migration and favouritism, leading to resentment and active resistance backed by foreign anti-Communists - In March 1959, protests were violently suppressed by the PLA, resulting in the Dalai Lama's exile and the imposition of further authoritarian rule and communist policies by China.



Option 2E.2: The German Democratic Republic, 1949–90

Question	Indicative content
2a	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse the source to consider its value for an enquiry into the growing international prestige of the GDR in the 1970s. - The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: - It claims that after 1969, the GDR began to develop international links, particularly with Africa ('visit of GDR leader...increasingly important role', 'In 1969, Sudan...in 1973...in central Africa') - It indicates that the international role of the GDR before the 1970s had been minimal ('relatively recent development.') - It suggests that the GDR owed its growing international presence in the 1970s to external developments ('The new <i>Ostpolitik</i> in Europe led to friendlier relations', 'GDR became a member of the United Nations') - It suggests that the GDR hoped to spread the influence of communism both ideologically and in more direct ways ('foundation stone...first Karl-Marx-Monument', 'GDR military advisers'). - The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: - The article was printed in a journal published outside of the GDR and by an organisation with independent credentials, so indicating the veracity of the content - The article was published in 1980 and so is able to give a clear overview of the developments in the 1970s from a very recent perspective - The title of the article suggests that its purpose was to focus on the growing importance of the GDR internationally, specifically in Africa. - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: - From 1971, under the rule of Erich Honecker, the GDR attempted to increase its global influence, particularly in less-developed areas of the world that were socialist or where there were independence struggles - Willy Brandt's <i>Ostpolitik</i> softened the position of the FRG on the Hallstein Doctrine and sovereignty of the GDR, so enabling the GDR to establish relations with other sovereign states outside of eastern Europe - The acceptance of the GDR as a member state of the UN in 1973 meant that the GDR could be legally recognised by other nations and was also freer to come out of the shadows of the Soviet Union internationally - In the late 1970s, the GDR began to provide scholarships for education and medical professions, give military advice and weapons, and construct infrastructure in newly independent states sympathetic to communism.



Question	Indicative content
2b	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the source in relation to an enquiry into the effectiveness of the economic planning of the GDR in the years 1965-70. 1.The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: • The speech was made by one of the most important politicians in the GDR to a meeting of the top SED leaders and so it might be expected that Stoph would be putting forward the official party view • That the speech was later published in an English language version for foreign consumption, suggests that this is the view that the SED wished to be made public • The tone and language of the speech suggests its purpose was to both laud the economic successes of the GDR but also to highlight failures of the long-term plan, making it more candid than might be expected. 2.The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It indicates that, although overall the long-term planning has been very effective, ('created the conditions for reaching the goals...even exceeding') there is still some way to go with the economy ('goals were not reached') • It implies that the successes of the long-term economic plans have been achieved through the commitment and support of the whole nation working together ('better use of Socialist economic practices...advantage.') • It indicates that the GDR is benefiting from the development of new sectors of industry based around new technologies ('electrical engineering, electronic and scientific instruments...highest rate...data processors') • It suggests that there had been failings in the economic planning that needed to be dealt with more effectively ('calculate correctly the pace of future development.') 3.Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: • The long-term economic plan for 1965-70 was covered by the tail end of the more decentralised New Economic System (1963-68) and the introduction of the more centralised Economic System of Socialism • The NES emphasised the need to develop a more technical and scientific base to industry and this was widened in the ESS to include electronics, chemicals, plastics and computer technology • There was industrial progress across the period, with the GDR economy growing by at least 5 percent and industrial production increasing. The production of consumer goods grew but quality issues existed • In September 1970, Honecker used Ulbricht's absence on holiday to announce the end of the ESS and a return to even more controlled centralisation of the economy across industry, trade and agriculture.



Section B: indicative content**Option 2E.1: Mao's China, 1949–76**

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about how similar the key features of the Hundred Flowers Campaign and the Cultural Revolution were. Arguments and evidence that the key features of the Hundred Flowers Campaign and the Cultural Revolution were similar should be analysed and evaluated. Relevant points may include: • Both were rooted in Mao's ideological belief of continuous revolution. The Hundred Flowers Campaign was intended to bring remaining, mainly intellectual, outsiders under the auspices of the CCP, and the Cultural Revolution to reinvigorate the revolution after perceived complacency • Young people played an important role in advancing the aims of both, e.g. on university campuses in the Hundred Flowers Campaign and in the activities of the Red Guard in the Cultural Revolution • Both followed a pattern of initially questioning the 'present' situation for the 'good' of the Party, going beyond what was intended (public criticism; Red Guard violence) and being 'reined in' (Anti-Rightist Campaign; PLA restoration of order) • Both resulted in promoting fear of the power of the CCP and conformity with CCP views amongst the general population. Arguments and evidence that the key features of the Hundred Flowers Campaign and the Cultural Revolution were different should be analysed and evaluated. Relevant points may include: • The initial methods used to achieve Mao's objectives were different. The Hundred Flowers Campaign looked outwards, encouraging open criticism of the CCP, while the Cultural Revolution looked inwards, encouraging the Red Guard to 'bombard the HQ' • The groups specifically targeted by the campaigns differed. The main focus of the Hundred Flowers campaign was on the intellectual elite within China, while the Cultural Revolution targeted the bureaucratic elite of the CCP • The impact on attitudes towards Mao's leadership differed. The Hundred Flowers Campaign led to open criticism, so undermining his position, while the Cultural Revolution enhanced his power, leading to the 'cult of Mao' • The campaigns differed in the intensity of their impact. The Hundred Flowers Campaign lasted only a year and came at the end of a continuous trend of intimidation in the 1950s, whereas the Cultural Revolution produced a decade of profound change and disruption for the majority of the population. Other relevant material must be credited.



Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether the main cause of the Great Famine (1958-62) was the impact of the backyard furnaces campaign. Arguments and evidence that the main cause of the Great Famine (1958-62) was the impact of the backyard furnaces campaign should be analysed and evaluated. Relevant points may include: • Human resources were diverted away from agricultural production to the production of iron in the backyard furnaces, leaving an insufficient workforce both in numbers and in capacity to work the land • Material resources were diverted from agricultural production, e.g. metal implements and machine parts were often melted down to fulfil the ever-increasing quotas for iron production, making harvesting challenging • The impact on the rural environment, e.g. tree clearance, land for furnace sites, led to soil erosion, soil degradation and vulnerability to flooding on previously fertile, agricultural land. Arguments and evidence that the Great Famine (1958-62) was caused by other factors should be analysed and evaluated. Relevant points may include: • The sheer scale of the Second-Five Year plan as a whole, combining industrial growth with the collectivisation of agriculture, created insufficient capacity to deliver sufficient agricultural output to feed everyone in China • The uniform introduction of Lysenkoism, as the basis for agricultural production, regardless of geography or education in its practices, resulted in systemic crop failure • Systemic issues in the CCP's administration of China meant that the gravity of the situation in the countryside was not addressed until it was too late, e.g. exaggeration of output, fear of failure amongst cadres, 'sparrowcide' • Mao's willingness to sacrifice Chinese lives to secure a 'better future' in the long-term, e.g. prioritising towns over the countryside, exporting grain to the USSR, the ideological 'purging' of experts • Natural disaster. Under-production due to drought conditions across several harvest seasons was exacerbated by sporadic flooding, typhoon damage and insect infestation. Other relevant material must be credited.

Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the extent to which the problems faced by Chinese agriculture in 1949 had been overcome by 1957. Arguments and evidence that the problems faced by Chinese agriculture in 1949 had been overcome by 1957 should be analysed and evaluated. Relevant points may include: • Agricultural output in grain and meat increased almost annually with an increase of 25 per cent overall • The feudal landownership system that had negatively affected peasant morale and productivity had been overthrown and land reform was introduced • Despite manual labour still being dominant, the introduction of MATs and co-operatives was beginning to make production more effective, through the use of shared technology and the pooling of labour • Morale in the labour force had been improved, particularly in the early part of the period, as peasants felt that the promises of a better future under communist rule might come to fruition • Agricultural areas were able to provide increased food supplies to urban areas. Arguments and evidence that the problems faced by Chinese agriculture in 1949 had not been overcome by 1957 should be analysed and evaluated. Relevant points may include: • Improvements in agricultural productivity did not grow at the same pace as agricultural output, meaning that systemic problems in agriculture still remained • There was some pushback from the peasantry, as early policies of private landownership were beginning to be replaced by state collectivisation from 1957; to many, their control over land was being taken away again • There was little meaningful state investment in agriculture, e.g. in improving land fertility, in introducing technological advances, and the setbacks in 1954 suggested a lack of resilience should natural disasters hit • Morale in the labour force began to decline with increased state interference, including requisitioning, and with the often brutal lack of respect for the peasantry from Mao and the CCP • The demand for food from China's growing population was not being met despite increased output. Urban Chinese were fed at the expense of the peasants themselves and grain was exported to pay for Soviet loans. Other relevant material must be credited.

Option 2E.2: The German Democratic Republic, 1949–90



Question	Indicative content
1a	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse the source to consider its value for an enquiry into the experiences of women in China under the early years of communist rule. 1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: • It indicates that women have become more equal ('on an economic and social level with men at last') • It implies that women are benefiting from the changes ('blossoming in every way') • It claims that women's lives have changed ('Freed from household drudgery') • It suggests that women are being encouraged to do work outside of the home ('Let's produce more by the day'). 2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: • As an officially endorsed publication the China Pictorial is providing a view of what communist social policies aspire to for women • The poem has been written by a woman living on a commune and so is possibly conveying her actual experiences • The China Pictorial was also published for an external audience and so provides evidence of how China may have wished to be viewed in other countries. 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: • Mao Zedong believed that 'women hold up half the sky' and from the 1950s social policies were introduced to make women more equal • Women in communes were expected to work on an equal level with men and so childcare facilities were provided • The communes were designed for communal living and domestic tasks such as cooking, cleaning and the making of clothes were organised centrally.

Question	Indicative content
1b	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the source in relation to an enquiry into the success of the Second Five-Year Plan (the Great Leap Forward). - The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: - Peng Dehuai was an admired Communist leader with impeccable communist credentials - The letter was originally written privately to Mao with no intention to publicise Peng's views widely - Peng was writing the letter based on personal observations. - The evidence could be assessed in terms of giving weight to the following points of information and inferences: - It provides an overall summary of the success of the Great Leap Forward so far ('has basically proved the correctness of the General Line') and suggests solutions ('a number of problems ...merit attention') - It provides evidence of success ('train many technicians') and failure ('waste of material, money, and manpower') - It suggests the author is afraid of being too critical ('my views I have not expressed fully'). - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: - By July 1959 China faced food shortages and there was a rural crisis - Many agricultural and industrial initiatives failed because of the ignorance of the party cadres who implemented them - The official media exaggerated reports of the successes of the Great Leap Forward, covering up the famine, with very few leaders willing to criticise Mao's policies - Mao resigned as head of state during the Lushan Conference, which suggests that he did accept some of the criticisms made.

Option 2E.2: The German Democratic Republic, 1949-90



Question	Indicative content
1a	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse the source to consider its value for an enquiry into the reasons for the implementation of marriage policies in Mao's China. - The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: - It suggests that the communists believed that marriage policies were necessary to maintain the success of the communist revolution in China ('delay their age of marriage according to the needs of the revolution') - It suggests that marriage policies helped to distinguish Communist China from the pre-revolutionary China ('Early marriage is an old custom left over from the old society') - It indicates that the communists believed that their marriage policies benefited the well-being and advancement of the individual ('their study, work and physical growth will all be affected') - It implies that the communists believed that social engineering ('stipulated in our country's marriage law') should above all benefit the state by placing references to the revolution before that of the people. - The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: - The manual was an official publication of the Communist Party - The purpose of the manual was specifically to advise young people on the reasons for and benefit of the communist marriage policies - The publication of the manual in 1972, two decades after the proclamation of the Marriage Law (1950), underlines the belief that marriage policies helped to maintain the success of the revolution - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: - The Marriage Law (1950) was introduced with speed at the beginning of Communist rule and made illicit marriage a criminal offence - Mao Zedong had a personal interest in the passage of the Marriage Law and believed firmly both in the benefits of delayed marriage and equal rights within marriage - Mao's China relied on manual labour to improve agricultural and industrial production.

Question	Indicative content
1b	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the source in relation to an enquiry into the success of the 'up to the mountains and down to the villages' campaign. - The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: - The letter was apparently written by a participant in the campaign - The letter was published in a pro-CCP publication suggesting that it would probably reflect the success rather than failure; pro-CCP publications were known for inventing or amending material in support of communist policies - The use of language may indicate that the letter was designed to reflect the actions of a 'model' rusticator ('My political affiliations...are all clean'). - The evidence could be assessed in terms of giving weight to the following points of information and inferences: - It provides evidence for the successful indoctrination of young people from urban areas ('the experience...has indeed reformed my outlook') - It claims that the campaign successfully integrated the participants into rural life ('whole-hearted support of the peasants') - It suggests that the sentiments in the letter were just an excuse for Sheng's educational failures ('has prevented me from revising') rather than an affirmation of the success of the campaign. - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: - The 'up to the mountains and down to the villages' campaign was introduced in 1968 to redirect the energies of the Red Guard youth away from violence and into productive pursuits away from the major urban areas - The participants often lacked the necessary skills to survive in rural areas and were often seen by the peasants as both arrogant and a burden - The participants themselves were often homesick and isolated and the campaign contributed to the notion of a 'lost generation' of youth in the years 1966-76.

Option 2E.2: The German Democratic Republic, 1949-76



Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which Mao Zedong's social policies improved health and education provision in the years 1949–76. Arguments and evidence that Mao's Zedong's social policies improved health and education provision in the years 1949–76 should be analysed and evaluated. Relevant points may include: • Educational provision was made free and available to all - a national system of primary education was introduced • To aid communication and writing, Pinyin Mandarin and simplified characters were introduced - between 1949 and 1976 literacy rates increased from 20% to 70% • Party organisation of public health movements was very successful resulting in greater awareness of the causes of disease and drug addiction • Basic medical care was provided free of charge and the training of barefoot doctors during the Cultural Revolution saw decreased rates of infection from infectious disease. Arguments and evidence that health and education did not improve in the years 1949–76 or were limited in their success should be analysed and evaluated. Relevant points may include: • Rates of educational improvement suffered a setback during the Cultural Revolution – 130 million Red Guards abandoned schooling during this period • In 1976 only 1% of the population had a degree and 35% of children did not continue education after the age of 12, many of these being girls • Policies to encourage communes to build and provide their own medical and hospital facilities meant that by 1976 there was an inadequate hospital infrastructure • Professionally trained doctors had come under attack during the Cultural Revolution leading to a reduced standard of medical care which was only just beginning to recover in 1976. Other relevant material must be credited.

Option 2E.2: The German Democratic Republic, 1949-90

Question	Indicative content
6	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how accurate it is to say that the main reason for the building of the Berlin Wall was to prevent emigration to the West. Arguments and evidence that the prevention of emigration to the West was the main reason should be analysed and evaluated. Relevant points may include: • In 1960-61 over 350,000 East Germans emigrated with about 50, 000 arrested for the crime of 'attempted flight from the republic' • The GDR could not afford economically to lose the skilled workers and professionals leaving for the West • In the summer of 1961 Ulbricht informed the USSR that the emigration was out of control and gained the approval of the Soviets to block entry into West Berlin. Arguments and evidence that there were other reasons that led to the building of the Berlin Wall should be analysed and evaluated. Relevant points may include: • West Berlin had become a wider symbol of western attitudes and capitalism which threatened the GDR psychologically and practically • The building of the Wall was a response to the long-term memory and legacy of the Berlin Blockade (1948-49) • The Wall was part of a wider response to Cold War tensions that emerged in the late 1950s and early 1960s, including events in Cuba and the arms race • The Wall was a response to events earlier in 1961 when Berlin became the centre of a superpower dispute at the Vienna summit between Khrushchev and newly-elected US President Kennedy. Other relevant material must be credited.

Question	Indicative content
7	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which relations with West Germany improved in the 1970s. Arguments and evidence that relations with West Germany improved in the 1970s should be analysed and evaluated. Relevant points may include: • The promotion of Ostpolitik by West German Chancellor Willy Brandt and his successors • West Germany ended adherence to the Hallstein Doctrine and the Basic Treaty was signed in 1972 which agreed normal relations between East and West • Territorial agreements were signed and limited access to East Berlin allowed in the early 1970s • Honecker's new leadership in 1971 allowed greater access to West German media, improved communications links and sporting activities. Arguments and evidence that relations with West Germany in the 1970s did not improve or improvements were limited should be analysed and evaluated. Relevant points may include: • West Germany still did not accept the GDR as a separate foreign state in the international arena and its constitution was still committed to reunification • GDR and West Germany did not recognise each other diplomatically with formal ambassadors but appointed representatives instead • Tensions re-emerged in later years as travel restrictions remained in place and the GDR refused to acknowledge human rights agreements • Both states still prepared for the possibility of nuclear war and tensions became strained as the Cold War gained strength in the late 1970s. Other relevant material must be credited.

Question	Indicative content
8	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which the Protestant Church was significant in the collapse of communism in the German Democratic Republic. Arguments and evidence that the Protestant church was significant in the collapse of communism in the German Democratic Republic should be analysed and evaluated. Relevant points may include: • From the early 1980s the SED relaxed restrictions on the Protestant church which led to increased freedom for expression of discontent – one-third of Germans expressed some religious affiliation • By 1989 reform groups had begun to emerge centred around the churches in Leipzig, particularly the St Nikolai Church, small weekly demonstrations calling for political reform escalated into mass demonstrations • Protestant reformers organised a mass rally in Leipzig on 9 October, 1989 attended by 70,000 people • The lack of intervention by GDR state forces was seen as a turning point in the loss of authority of the communist government and the rallies spread to other parts of Germany. Arguments and evidence that the role of the Protestant church in the collapse of communism in the German Democratic Republic was limited or that other factors had a significant role should be analysed and evaluated. Relevant points may include: • Protestant reformers were one of a number of different reform groups which emerged including 'Democratic Awakening' and New Forum • The Soviet leader, Mikhail Gorbachev's refusal to support the Brezhnev Doctrine and his reform rhetoric was more significant in undermining Honecker's government • Honecker's government was undermined more by the social and economic crises of the late 1980s, particularly emigration • The fall of the Berlin Wall had the most significant influence on the final collapse of the communist government under Krenz. Other relevant material must be credited.

Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how far the attacks on religion in Communist China, in the years 1949–76, succeeded. Arguments and evidence that the attacks on religion in Communist China, in the years 1949–76, succeeded should be analysed and evaluated. Relevant points may include: • All public worship of organised religion (traditional and major world faiths) was outlawed with frequently violent attacks taking place on religious buildings, officials and foreign clergy • Mass campaigns and Communist policies were introduced to eradicate traditional customs and rituals connected to religious practices, e.g. the influence of Confucianism in the lives of the peasantry • Communist attacks on political 'opponents' used religious connections, particularly to Confucianism or 'foreign' Christianity, to strengthen denunciations, e.g. Lin Biao in the early 1970s • A combination of armed force by the PLA and internal migration policies was used to undermine religious practice in the non-majority ethnic Chinese border areas such as Tibet (Buddhism) and Xinjiang (Islam). Arguments and evidence that the attacks on religion in Communist China, in the years 1949–76, did not succeed should be analysed and evaluated. Relevant points may include: • Mao's perceived need to introduce the Cultural Revolution in 1966, with its emphasis on attacking the 'four olds', suggested that the early attacks on religion were not successful • Communist China permitted the existence of 'patriotic churches' where religion could be practised openly under direct government control • The practice of religion was not eradicated; many Chinese worshipped in private, the Muslim population of Xinjiang remained in the majority, the position of Buddhists and Christians was championed internationally • Some traditional rituals and customs were essentially co-opted by Mao and the CCP in their mass campaigns of persuasion, e.g. links between ancestor worship and the cult of the personality. Other relevant material must be credited.

Option 2E.2: The German Democratic Republic, 1949-90



Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether social reforms transformed the lives of the Chinese people during the years 1949–76. Arguments and evidence that social reforms transformed the lives of the Chinese people during the years 1949–76 should be analysed and evaluated. Relevant points may include: • Social reforms were successful in undermining traditional social inequalities and customs, particularly in urban areas, e.g. foot-binding • Social welfare provided by communes initially transformed the lives of women and created access to education and medical treatment • The legal status of married women was transformed by the Marriage Law 1950 • Mass literacy campaigns, spearheaded by the introduction of pinyin in 1955, led to an increase in literacy rates from 20% in 1949 to 70% in 1976 • Health improved due to increased health provision, e.g. training of medical staff in the 1950s, barefoot doctors from the late 1960s, and public health campaigns that eradicated endemic diseases. Arguments and evidence that social reforms did not transform the lives of the Chinese people during the years 1949–76 should be analysed and evaluated. Relevant points may include: • A lack of resources and sustained commitment meant that the social welfare policies underpinning the communes proved to be a disaster; early gains by women were often eradicated and family life destroyed • Social conservatism, traditional customs and patriarchal attitudes proved difficult to eradicate and remained stubbornly present throughout • The ideological intensity and anti-intellectualism of the Cultural Revolution wiped out the early gains in educational provision creating a 'lost generation' and saw decreased numbers of fully-trained medical staff • The impact of the Cultural Revolution was so great that reforms introduced after 1972 were slow to take hold; only one-third had a secondary education and one per cent of workers had a university degree. Other relevant material must be credited.

Option 2E.2: The German Democratic Republic, 1949–90



Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the statement that the status of women in China improved in the years 1949-76. Arguments and evidence that the status of women in China improved in the years 1949-76 should be analysed and evaluated. Relevant points may include: • Mao's proclamation and personal belief that 'women hold up half the sky' informed CCP policies that focused on improving the status of women • The Marriage Law (1950) gave women greater rights within marriage and family planning policies allowed women greater control over reproductive rights • Women were given equal status in the working environment and in education; their contribution was deemed vital to the development of the Communist state • Women were encouraged to join the Red Guard where the uniform and expectations of women were equal to those of men. Arguments and evidence that the status of women in China did not improve in the years 1949-76 should be analysed and evaluated. Relevant points may include: • Traditional patriarchal attitudes towards women were difficult to break down, particularly in the rural areas • Very few women achieved leading roles within the CCP or the government and during the Cultural Revolution wives of high-ranking officials were often abused because of their relationship rather than for their own actions • Equality was often seen in relation to masculine achievements; the points system on communes was based on production quotas that few women were able to sustain • Both collectivisation and the Cultural Revolution undermined the status of women as mothers and parents. Other relevant material must be credited.

Option 2E.2: The German Democratic Republic, 1949-90

1	1–3	• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
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Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on whether the healthcare reforms introduced in Mao's China were successful. Arguments and evidence that the healthcare reforms introduced in Mao's China were successful should be analysed and evaluated. Relevant points may include: • Preventative healthcare campaigns, starting in the 1950s, were successful in addressing structural health problems such as poor hygiene and endemic disease, e.g. stopping the use of human waste as fertiliser, digging wells • Promises of healthcare for all were supported by the increased training of hospital doctors and, in the 1970s, the barefoot doctor scheme, which trained cadres in the community to provide rudimentary care in rural areas • There was a commitment to the provision of new healthcare facilities, e.g. 800 modern hospitals were built in large urban areas. County hospitals and clinics in communes covered 90 percent of villages by 1976 • Overall, the healthcare reforms led to a general improvement in the health of the Chinese people, with the death rate and infant mortality rate decreasing, life expectancy rising and endemic diseases limited. Arguments and evidence that the healthcare reforms introduced in Mao's China were not successful should be analysed and evaluated. Relevant points may include: • Healthcare reforms were a low budgetary priority, which impacted the quality of care, e.g. the barefoot doctor scheme was a cheap alternative to fully-trained doctors and the care offered was rudimentary • A serious shortage of trained and specialist doctors, nurses and hospital facilities existed throughout the period despite the increase in provision • Urban healthcare provision outstripped rural healthcare provision throughout the period. In more isolated rural areas, traditional suspicion of expertise and limited transport facilities prevented improvements in health • Healthcare provision was adversely impacted by ideological developments, e.g. the regular attacks on the expertise of 'bourgeois' medical professionals. Other relevant material must be credited.

Option 2E.2: The German Democratic Republic, 1949–90



Question	Indicative content
1a	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse the source to consider its value for an enquiry into the response of young people to the Cultural Revolution. - The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: - It suggests that young people were heavily indoctrinated by the values of the Cultural Revolution ('couldn't care less' attitude', 'critical', 'grandparents were once landlords') - It demonstrates the enthusiasm with which some young people became involved in activities associated with the Cultural Revolution ('teaching of revolutionary songs', 'I wrote an essay...') - It suggest the willingness of some young people to attack their peers ('read it at a meeting', 'guarding the prisoner') - It provides evidence that not all young people were convinced by the Cultural Revolution ('One day some anti-Mao graffiti was found'). - The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: - This is an eyewitness account of a woman who experienced the Cultural Revolution as a schoolchild and was willing to admit her enthusiasm for the cause at the time - Despite having undergone criticism herself at a later date, it is a candid commentary on the enthusiasm with which she undertook the criticism of others - Yafe Hui is representative of the large number of children from Communist Party backgrounds who participated in the Cultural Revolution. - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: - One of the main aims of the Cultural Revolution was to enlist the young to complete Mao's vision of a transformed China - Young people of all ages enthusiastically engaged in critical, and often violent, attacks on their peers in order to demonstrate their revolutionary credentials - The purpose of Middle Schools during the Cultural Revolution was to indoctrinate the young in the ways of the revolution.

Question	Indicative content
1b	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the source in relation to an enquiry into the impact of the Cultural Revolution on China. - The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: - Frida Knight was a Communist activist and so was heavily sympathetic to the Communist regime in China; she was more likely to highlight the benefits than the losses - Having visited China at both the beginning and the winding down period of the Cultural Revolution, the author is in a good position to provide a judgement on its impact - As alluded to by the author herself ('visitors were taken'), Chinese authorities often controlled the movements of foreigners, including Communist sympathisers, so providing them with positive experiences - The author is clearly trying to persuade the audience that in her opinion ('it seemed to me'), despite being aware of claims that the Cultural Revolution was 'all disaster', there were positive impacts as well. - The evidence could be assessed in terms of giving weight to the following points of information and inferences: - It provides evidence of success in a variety of fields including medicine, architecture, agriculture and culture - It suggests that the Cultural Revolution was generally successful ('acquired a strange sense of purpose') and claims that it was inspirational ('more stimulation and success in many ways') - It alludes to the darker side of the Cultural Revolution ('Life in China was by no means "all disaster"'; 'certainly not all suppression'). - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: - Despite criticism from more extreme Maoist political leaders, Zhou Enlai was able to bring a more moderate influence to bear on the policies of the Cultural Revolution in the early 1970s - By 1972–73, the Red Army had brought a semblance of control to the chaos created by the Red Guard in the initial stages of the Cultural Revolution - Partially trained 'barefoot doctors' were a successful feature of the period, but medical expertise for complex cases was in short supply and the use of acupuncture was often due to a lack resources or medicines.

Option 2E.2: The German Democratic Republic, 1949–90



1	1–2	• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.
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Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how accurate it is to say that the main consequence of the Cultural Revolution was the weakening of traditional culture. Arguments and evidence that the Cultural Revolution destroyed traditional Chinese culture should be analysed and evaluated. Relevant points may include: • The Red Guards destroyed traditional cultural symbols and works of art including buildings, paintings, books and artefacts • Regions traditionally associated with Confucianism such as Qufu and minority cultures in Mongolia and Tibet were targeted • Cultural norms such as obedience to parents and teachers were replaced by Chinese youth being encouraged to criticise and abuse these groups • New revolutionary forms of culture were promoted as the only 'true' culture. Arguments and evidence that consider other consequences of the Cultural Revolution should be analysed and evaluated. Relevant points may include: • The strengthening of Mao's control over the Party and China • The impact of the Red Guards was more widespread than just attacks on traditional culture with the use of psychological fear and violence against people (estimated 3 million deaths). • The implementation and containment of the Cultural Revolution increased the power of the army (PLA) • The collapse of the economy and a reversal in the standard of social provisions such as education. Other relevant material must be credited.

Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how accurate is it to say that Mao's belief in permanent revolution was the main reason for the launching of the Cultural Revolution (1966). Arguments and evidence that Mao's belief in permanent revolution was the main reason for the launching of the Cultural Revolution (1966) should be analysed and evaluated. Relevant points may include: • Mao's belief in permanent revolution meant that communism was a movement which required continuous change – the Cultural Revolution was the next step in the Chinese Revolution • Mao believed that complacent Chinese Communist Party (CCP) officials and bureaucrats who had run China since 1949 were becoming an obstacle to permanent revolution • Mao believed that the young people of China lacked revolutionary experience and could gain that experience by spearheading the next step in the Chinese Revolution • Mao believed that a deliberate policy of disruption was the only way to renew and continue the revolution. Arguments and evidence that Mao's belief in permanent revolution was <i>not</i> the main reason and/or there were other reasons for the launching of the Cultural Revolution (1966) should be analysed and evaluated. Relevant points may include: • Mao's beliefs were an underlying factor rather than the main reason for the Cultural Revolution • Mao wanted to reassert his control over the CCP after a period of withdrawal from frontline leadership in 1962 • Mao hoped to cover up the disastrous impact of the Great Leap Forward – he hoped to divert attention away from the effects of the Great Famine • Mao was worried that political developments that had occurred in the USSR, such as the criticism of Stalin and the recent removal of Khrushchev, would repeat themselves in China and affect his legacy. Other relevant material must be credited.

Option Option 2E.2: The German Democratic Republic, 1949-76



Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the statement that the Cultural Revolution maintained its intensity from its launch in 1966 until Mao's death in 1976. Arguments and evidence that the Cultural Revolution maintained its intensity from its launch in 1966 until Mao's death in 1976 should be analysed and evaluated. Relevant points may include: • Despite the reining in of the Red Guard after 1967, the aims and objectives of the Cultural Revolution continued to be applied, often even more ruthlessly, by the People's Liberation Army (PLA) • The introduction of the 'up to the mountains and down to the villages' campaign (1968) was just a different approach to maintaining permanent revolution • The 'cleansing of the ranks' campaign (1968-71) continued the attacks on Mao's political and class enemies, and the territories considered to be harbouring them • Fear and intimidation remained a constant presence in the lives of ordinary Chinese citizens, preventing the likelihood of change while Mao was still alive • The cult of Mao continued to dominate and political control in China was dominated by Jiang Qing's hardline Gang of Four with renewed attacks on Zhou and Deng in 1976. Arguments and evidence that the intensity of the Cultural Revolution from its launch in 1966 until Mao's death in 1976 varied should be analysed and evaluated. Relevant points may include: • The intense period of Red Guard activity came to an end in 1967 and aims with regard to the 'revolutionary education' of China's urban youth changed substantially towards gaining practical rural experience • Mao orchestrated the reining in of the Red Guard from 1967 and acted to stem signs of re-emerging brutality in the 'cleansing the ranks' campaign in 1971 • From 1968 the PLA were more controlled, measured and targeted in their attacks than the more indiscriminate Red Guards had been earlier • After public criticism from CCP member, Tu Deyong, in 1973 there was a noticeable fall in the number of extremist pogroms in the provinces • The death of Lin Biao in 1972 led to the re-emergence of Zhou Enlai and Deng Xiaoping which, in turn, led to a weakened commitment to the Cultural Revolution in the years to 1976. Other relevant material must be credited.

Option 2E.2: The German Democratic Republic, 1949-90



Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which the Red Terror of the Cultural Revolution declined after 1967. Arguments and evidence that the Red Terror of the Cultural Revolution declined after 1967 should be analysed and evaluated. Relevant points may include: • The 'up to the mountains' campaign diverted the energies of the Red Guard away from the excess of the Red Terror in urban areas towards living and working in rural areas • Violent and disorderly conduct carried out by the Red Guard began to decrease • The role of the Red Guard in dealing with 'enemies of the state' declined and was taken over by the more disciplined PLA • In the early 1970s, the re-emergence of Zhou Enlai and Deng Xiaoping lessened the brutality of the Cultural Revolution, e.g. attacks on foreigners discouraged. Arguments and evidence that the Red Terror of the Cultural Revolution did not decline after 1967 should be analysed and evaluated. Relevant points may include: • The 'cleansing the class ranks' campaign carried out by the PLA resulted in large-scale arrests, torture and thousands of deaths • Jiang Qing's Gang of Four continued to encourage hardline Maoist beliefs and sponsor a climate of fear • Chinese regions with significant minorities or with historical connections to the Guomindang continued to be targeted with violent activity, e.g. Inner Mongolia and Yunnan province • The number of prison camps and political prisoners expanded throughout the period to Mao's death. Other relevant material must be credited.

Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which Jiang Qing was successful in creating a revolutionary culture in China in the years 1966-76. Arguments and evidence that Jiang Qing was successful in creating a revolutionary culture in China in the years 1966-76 should be analysed and evaluated. Relevant points may include: • Jiang, as 'purifier of the nation', created a cultural policy that would reflect revolutionary China and suppress the 'four olds' • Jiang commissioned a series of opera-ballets that championed the ideals of the communist revolution in China; films of the opera-ballets were viewed billions of times • Traditional and western art forms were prohibited or redefined for revolutionary purposes, e.g. wall paintings/posters • Censorship ensured that only writing, art, film and cultural media that were directly relevant to contemporary China could be produced. Arguments and evidence that Jiang Qing was not successful/had limited success in creating a revolutionary culture in China in the years 1966-76 should be analysed and evaluated. Relevant points may include: • Only a limited number of revolutionary artistic works were produced, e.g. there were only eight opera-ballets, less than 150 revolution inspired novels published • The requirement for all cultural activity to reflect political reality stifled creativity leading to artistic works that were often formulaic and repetitive, and which many observers regarded as lacking in quality • Many of the most talented artists, writers and performers either refused to work or were brutally persecuted resulting in a quantitative decline in cultural activity; some observers described China as a cultural wasteland. Other relevant material must be credited.

Option 2E.2: The German Democratic Republic, 1949-90



Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the impact of the Cultural Revolution on education in China. Source 1 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: - Published in 1975 it provides an overview of the educational changes since the introduction of the Cultural Revolution - The booklet was published in English by the Chinese authorities purposefully to explain education policies to a foreign audience - The tone of the booklet is celebratory; it highlights the positive changes and achievements in education as a result of the Cultural Revolution. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of the Cultural Revolution on education in China: - It claims that the Cultural Revolution had, and is still having, a revolutionary impact on education ('the transformation of the old educational system') - It provides evidence that the Cultural Revolution promoted educational advancement and achievement through practical work rather than academic learning ('removes the "book-knowledge first" criterion') - It suggests that the educational policies of the Cultural Revolution have been a force for good in China. 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: - An underpinning tenet of the Cultural Revolution was that traditional educational practice and teaching methods were undermining the radicalism of the revolution - From 1966 Chinese youth was encouraged to join the Red Guard directly in order to both attack the education system and to take part in manual labour 1966–68 saw the closure of many urban schools and the College Entrance Exam was abolished until after Mao's death. Source 2 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: - Xu experienced the events of the Cultural Revolution and his educational opportunities were affected by its policies - Xu is describing his experiences with hindsight; he appears to have benefited to some degree from the post-1966 educational policies

Question	Indicative content
	- The tone of the language seems to suggest that he may be trying to justify his experiences to the researchers ('You can't say we didn't'). 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of the Cultural Revolution on education in China: - It provides evidence that Xu's education was disrupted ('I went from school to the countryside in 1968. I wasn't given much choice.') - It provides evidence that new opportunities were made available to those from poorer backgrounds ('I was the first from our family to go') - It suggests that the initial changes to education may have had some detrimental effects that needed to be rectified later ('our training wasn't completely worthless.'; 'I only wish I'd had more years of study.'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: - The Cultural Revolution impacted most greatly on those secondary school students who were due to graduate 1966–68; they have sometimes been described as the 'lost generation' - In 1968 the 'up to the mountains' campaign saw millions of young people sent to the countryside in the Great Exchange - By the early 1970s, the disruption to the education system caused by the Cultural Revolution had created a shortage of qualified technicians and workers; degree level vocational courses had to be quickly developed. Sources 1 and 2 The following points could be made about the sources in combination: - Both provide evidence of the anti-intellectualism in education that was a feature of the Cultural Revolution - Source 2 corroborates some of the changes in educational practice outlined in Source 1, e.g. combining education with work, opening up of university places to poorer students, nature of vocational courses - Both suggest that the quality of university courses may have been compromised as a result of changes made during Cultural Revolution.

Option 2E.2: The German Democratic Republic, 1949–90



Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on the threat posed by Lin Biao, in 1971, to Mao's position. Source 1 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • It is the official response to the Lin Biao 'incident' and so reflects the immediate response of the Party hierarchy • Despite evidence of Party rhetoric, the relatively straightforward language, the detail and its 'top secret' nature might suggest that the purpose of the document is to give Party leaders a candid outline of events • The gap of five days between the 'incident' and the communication could indicate how serious the event was and may even suggest that the Central Committee was waiting to see what else might unfold before sending it. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the threat posed by Lin Biao, in 1971, to Mao's position: • It indicates that Lin Biao was connected to 'foreign agencies' ('British-made', 'surrendering...to our enemy'); this might in turn suggest he had been popular and needed to be painted as a national traitor • It provides detailed evidence of the alleged assassination plot ('making an inspection tour... blow up the train') • It claims that Lin Biao had support ('sworn followers') and that he was part of wider plot ('monstrous conspiracy') • It implies that ultimately Lin Biao was little threat to Mao's power, e.g. references to the loyalty of Lin's daughter ('above family devotion') and the military ('intercepted by the Air Force'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: • Lin Biao's connection to the PLA meant that he was at the forefront of the winding down of the Cultural Revolution; increased PLA power was viewed by some as a potential threat to Mao's position • After being required to submit to self-criticism in regard to his apparent popularity, Lin Biao became somewhat reluctantly involved in an internal plot led by Lin Biao's son to assassinate Mao • On 12 September 1971 the planned assassination attempt was revealed by Lin Biao's daughter and on 13 September Lin Biao attempted to escape by a plane that ran out of fuel and crashed in Mongolia.



Question	Indicative content
	Source 2 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • The press statement reflects the official public line determined by Mao and the Communist Party with regard to Lin Biao's motives • The statement was released over 10 months after Lin Biao's death; this could reflect the fact that Mao was still concerned about the strength of Lin Biao's support • The use of a smaller diplomatic embassy to make the statement could indicate that the Chinese hoped that its admittance of the attempt to overthrow Mao would not be noticed. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the threat posed by Lin Biao, in 1971, to Mao's position: • It suggests by the repeated references to Mao's position of strength over Lin Biao ('waged many struggles', 'unmasked his plot') that Mao may have actually feared Lin Biao • It suggests by its reluctance to destroy completely Lin Biao's legacy ('accomplish some useful work', made propaganda) that Mao may still be aware of Lin Biao's latent popularity • It claims that Lin Biao was a master manipulator ('fool the masses', 'underhanded nature', 'planned, premeditated way'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: • Lin Biao had been responsible for the utilisation and dissemination of Mao's Little Red Book • Lin Biao had been chosen by Mao to make the main keynote speech at the Ninth Party Congress where he had been named by Mao personally as his successor • In the year after Lin Biao's death, Mao launched the 'criticise Lin Biao and Confucius' campaign in an attempt to eradicate Lin Biao's legacy completely • Lin Biao was a popular figure and his death was seen by many Chinese as suspicious; many came to see Lin's fate as a symbol of Mao's growing paranoia. Sources 1 and 2 The following points could be made about the sources in combination: • Both refer to the events of the assassination plot and agree on the circumstances of Lin Biao's death • Source 1 reflects the initial private response of the Communist Party to the Lin Biao 'incident' while Source 2 reflects the considered public response. • The 10-month gap between the private and public response suggests that this was a significant event that could not just be forgotten.

Option 2E.2: The German Democratic Republic, 1949–90



Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the success of the Red Guard attack on the 'four olds' during the Cultural Revolution. Arguments and evidence that the Red Guard attack on the 'four olds' during the Cultural Revolution was successful should be analysed and evaluated. Relevant points may include: • Young people enthusiastically took part in activities that undermined the 'old habits' of deference to parents, elders and those in authority, resulting in the breakdown of family life for many and the closure of schools • The Red Guard were used to destroy pre-revolutionary cultural artefacts and places of historic importance and took part in large numbers in the new 'revolutionary culture' being created under Jiang Qing • People deemed by the Red Guard to be connected to 'old ideas', e.g. bourgeois, capitalist, religious, were labelled as supporters of 'Confucius', leading to physical attack, ridicule and loss of employment and property • A new revolutionary culture was developed that encouraged conformism to Mao Zedong Thought, the chaos of permanent revolution and the cult of Mao. Arguments and evidence that the Red Guard attack on the 'four olds' during the Cultural Revolution was not successful/limited in success should be analysed and evaluated. Relevant points may include: • Traditional attitudes, e.g. the importance of the family and respect for the dead, were difficult to eradicate in the long-term, particularly in rural areas • Zhou Enlai deployed the PLA to protect significant sites of historical and cultural importance, e.g. the Forbidden City (August 1966) • Many people secretly maintained and practised their religious beliefs and continued attempts to undermine Islam in Xinjiang were largely unsuccessful • The attacks of the Red Guard were so successful in the short-term (1966–67) that Mao was forced to rein in their activities to lessen the impact on economic and educational progress. Other relevant material must be credited.

Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the statement that Mao's main motivation for launching the Cultural Revolution was a genuine intent to restore the principles of communist revolution in China. Arguments and evidence that Mao's main motivation for launching the Cultural Revolution was a genuine intent to restore the principles of communist revolution in China should be analysed and evaluated. Relevant points may include: • Mao wholeheartedly believed in the communist principle of 'permanent revolution' and that the Cultural Revolution would fulfil this belief • Mao had always viewed the reforming economic policies of Liu Shaoqi and Deng Xiaoping as a temporary measure; the Cultural Revolution provided the opportunity to return to communist economics • Mao was of the opinion that the bureaucratic underpinning of all governments ultimately led to corruption and stagnation; he believed that by 1966 the first cohort of CCP bureaucrats required purging • Mao believed that Chinese youth was lacking in revolutionary ideals; he believed they needed to be both 'educated' in communist ideas and used as the vanguard to restore the intensity of the early communist period • Mao believed that the ideals of the revolution took precedence over human happiness ('revolution is not a dinner party') and that by 1966 Chinese communism was under threat of dilution. Arguments and evidence that counter the statement that Mao's main motivation for launching the Cultural Revolution was a genuine intent to restore the principles of communist revolution in China should be analysed and evaluated. Relevant points may include: • Mao was worried that the genuine popularity of Liu Shaoqi and Deng Xiaoping would undermine his own personal popularity and legacy • Mao's motivation was political rivalry within the CCP; Mao hoped to reverse the gains made by the 'pragmatist' wing of the CCP • The Cultural Revolution was a reflection of Mao's own self-indulgent personality, with the groundwork already having been laid through the cult of personality and the 'Little Red Book' • Mao was manipulated into action by Lin Biao (collator of the 'Little Red Book'), who hoped to advance the power of the PLA in relation to the CCP • Mao was manipulated by extreme Maoists in the CCP, including his wife Jiang Qing as part of the Gang of Four, in their political rivalry with more moderate communists; in particular, in their pursuit of anti-intellectualism.

	Other relevant material must be credited.
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Option 2E.2: The German Democratic Republic, 1949-90



4	13–16	- Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two sources may be uneven. - Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. - Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
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Level	Mark	Descriptor
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4	10–12	- Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion. - Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. - Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
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Section B

Target: AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	- Simple or generalised statements are made about the topic. - Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. - The overall judgement is missing or asserted. - There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–10	- There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. - Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. - An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. - The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11–16	- There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. - Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. - Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. - The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17–20	- Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. - Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. - Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. - The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.



Section A: indicative content**Option 2E.1: Mao's China, 1949–76**

Question	Indicative content
1a	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse the source to consider its value for an enquiry into the importance of the 'three antis' campaign for establishing communist rule in China. - The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: - It indicates the importance of the campaign to the CCP (struggle...should be emphasised as much...counter-revolutionaries.', 'wide publicity', 'leading cadres should take personal charge') - It indicates the thoroughness with which the campaign was to be implemented ('In minor cases...In major cases...The worst offenders') - It suggests that the campaign was being used as a means of intimidating the wider public into conforming ('people should be called upon to willingly admit their own wrongdoing...criticised and educated...prison... shot.'). - The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: - It is an official communication from the CCP hierarchy directing local party officials and so clearly reflects the official view of the CCP - Its purpose is to inform local officials as to the correct implementation of the 'three antis' campaign - It was published in December 1951 at the start of the campaigns against internal threats to CCP rule. - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: - The 'three antis' campaign was directed at internal problems within the CCP – corruption, waste and bureaucratic complacency – that it was felt prevented the implementation of true communist government - The 'three antis' campaign and the 'five antis' campaign (January 1952) were intended to bring the wider population under control after the 'Great Terror' against more overt counter-revolutionaries had run its course - The 'three antis' campaign was particularly targeted at bureaucrats who had been kept on to help the transition to communist rule in 1949 but of whom Mao was deeply suspicious and viewed as class traitors.



Question	Indicative content
1b	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the source in relation to an enquiry into the changing status of women in Mao's China. - The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: - Hsu Kuang held a senior position in the CCP and as such was likely to hold a positive view of the changing status of women - The title suggests that the purpose of the article is specifically to highlight the integration of women within the Chinese revolution - The article was published in 1977, the year after Mao's death, and so is able to reflect on changes across the whole of Mao's rule. - The evidence could be assessed in terms of giving weight to the following points of information and inferences: - It claims that women have equal rights within work ('enjoying the right to work within every sector', 'hold up half the sky', 'great force of women alongside men') - It claims that women have made gains in the political sphere under Mao's rule ('the Party and the government have made special efforts to train and promote women leaders.') - It indicates that married women have been able to break free from the traditional view of them as subservient and ignorant ('Fourteen women workers...housewives...designed improvements making buses') - It suggests that the status of women has been completely transformed in all aspects of life ('correct road...eradicated social and class roots...since China's liberation...political consciousness... raised... freeing themselves'). - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: - Mao was known to be supportive of women's equality; he popularised the saying 'women hold up half the sky' and the first major social law passed by the CCP was the Marriage Act (1950) - Women were encouraged to work in industry and on the communes, with state housing, child-care and catering provided to enable them to do so - Traditional views of women's roles were ingrained in society and married women often found themselves carrying out the dual role of domestic work and industrial/agricultural labour - Very few women were promoted to the CCP hierarchy; those that did were often the wives of Party officials or leaders of women's associations.

Option 2E.2: The German Democratic Republic, 1949–90

Question	Indicative content
2a	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse the source to consider its value for an enquiry into the response to the rising of June 1953. - The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: - It indicates that the rising was met with armed force from both the GDR police and Soviet troops ('arrival of our Soviet tanks...German police and our troops opened fire') - It claims that the GDR authorities were generally ineffective in their attempts to put down the rising ('building...GDR government...liberated', 'succeeded in overcoming...not been able to hold them back.') - It claims that Soviet action was required to overcome the rising ('With the active intervention by our troops...normal', 'dispersed after the appearance of Soviet tanks.') - It suggests that the rising had the potential to be successful and that GDR was not adequately prepared ('the German Police, who had not been able', 'Until our troops took active measures') - The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: - It is a telegram sent at the height of the rising giving a clear overview of the response of the authorities in the GDR - Semyonov was an authoritative figure in GDR politics and his report to the Soviet hierarchy would be expected to be both informed and candid - The purpose of the telegram was to inform the Soviet authorities of the events occurring in the GDR, probably to enable them to make further decisions as to the response of the USSR. - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: - The Soviets had a vested interest in keeping control, with the GDR directly bordering western Europe and Berlin being a divided city; there were over 500 tanks and 20 000 troops stationed in the GDR - Ulbricht was not assured of the support of the police, the armed authority in the GDR, and so invited the Soviets to intervene directly - Strikes and demonstrations spread across most of the major GDR cities and towns and also into some areas of the countryside; it took until 24 June to finally put them down - Protests outside of East Berlin were put down by police, and the intervention of Soviet troops, but using noticeably less force than in East Berlin itself.

Question	Indicative content
2b	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the source in relation to an enquiry into the end of Honecker's leadership of the GDR in October 1989. 1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: • Honecker's statement was written for public consumption, and outlines his official reasoning for his resignation • It was published in the SED newspaper and so reflects the official SED endorsement of the end of Honecker's leadership • The resignation statement was written the day after Honecker had been asked to tender his resignation by the GDR Politburo. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It claims that Honecker's resignation was due to his own belief that he should step down ('As a result of illness and the surgery I have had, I am no longer able', 'I will make myself available to my Party') • It implies that Honecker is fully endorsing his successor, Egon Krenz ('I recommend as my successor... He is able and committed') • It indicates the extent of power that Honecker is relinquishing ('release me from my role as Secretary General...chairman of the Council of State') • It suggests that there may be more to the situation ('following yesterday's consultation in the Politburo'); Honecker's summary of his achievement's and reference to the 40th anniversary of the GDR has a sense of defiance. 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: • The authority of Honecker declined in 1989 as events began to overtake the SED government, e.g. opening up of the Hungarian border, the Leipzig protests; Honecker refused to accept reform in the face of challenges • At the 40th anniversary celebrations of the founding of the GDR in early October, Mikhail Gorbachev had made it clear that the GDR needed to reform, and that Soviet military support could no longer be expected • Honecker was increasingly unwell in 1989 and in August he was out of action as leader when he underwent serious abdominal surgery • On 17 October 1989, Honecker was effectively dismissed by the Politburo, who asked him to resign; Krenz, who had previously remained loyal, had been persuaded that Honecker needed to be replaced.

Section B: indicative content**Option 2E.1: Mao's China, 1949–76**

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement the statement that China's First Five-Year Plan was a success. Arguments and evidence that China's First Five-Year Plan was successful should be analysed and evaluated. Relevant points may include: • Although official figures may have been overestimated, industrial production for heavy industry, e.g. coal, steel, cement increased annually by 19%, and agricultural output increased by 4%. • The transport sector grew rapidly, providing railway locomotives and lorries. There was an exponential growth in the production of bicycles, mainly for workers in the urban areas that were growing fast due to industrialisation • By 1956, the 9% annual productivity growth rate meant that the Five-Year Plan had successfully begun to fulfil its aim of transforming the backward economic conditions inherited by the CCP in 1949 • State-funded programmes built new industrial and mining plants, created collective farms and began the construction of new infrastructure, e.g. bridges, dams. Arguments and evidence that China's First Five-Year Plan was a failure should be analysed and evaluated. Relevant points may include: • In its initial stages, the Five-Year Plan was not able to function effectively as resources for the development of industry and agriculture were diverted due to war and the attempts to establish political control • The implementation of the Plan in many areas was undermined by a lack of technical and educational experience in managerial positions, which led to waste and mismanagement • The focus on targets meant that the quality of the produce and construction work suffered in relation to the quantity • The aim to be self-sufficient in food was undermined by the quantity of food being exported to the Soviets in return for expert advice. Peasants were also beginning to go short of food due to the demand from urban areas. Other relevant material must be credited.

Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether the main reason why Mao launched the Cultural Revolution was to get rid of his opponents in the Communist Party. Arguments and evidence that that the main reason why Mao launched the Cultural Revolution was to get rid of his opponents in the Communist Party should be analysed and evaluated. Relevant points may include: • Mao believed that Liu and Deng were using his decision to step away from frontline politics in 1962 to undermine his position in the CCP and to reverse some of his major policies, such as collectivisation • Mao was concerned that other Communist Party leaders were becoming too popular with the Chinese masses, e.g. Peng Zhen (the Mayor of Beijing), Liu, Deng and Zhou Enlai • Mao was worried that his rivals would follow the example set by the Soviet Union, e.g. Khrushchev's denunciation of Stalin and Khrushchev's own 1964 downfall • From 1965, the ideologues in the Party, including Lin Biao and Mao's wife, Jiang Qing, began to gain increasing influence over Mao; provoking his suspicion of the pragmatists and urging him to purge the Party of them • Mao wanted to re-establish fully his personal power over China, through the Cult of Mao, in order to overshadow the disastrous legacy of his decisions during the Great Leap Forward. Arguments and evidence that other reasons explain why Mao launched the Cultural Revolution should be analysed and evaluated. Relevant points may include: • Mao believed in the concept of permanent revolution • Mao felt that, by the 1960s, the youth of China did not appreciate the sacrifices made to create the PRC or the principles of communism and believed that the Cultural Revolution would enlighten them • Mao believed that bureaucracy was the greatest threat to the establishment of pure Communism and believed that the increasing complacency of administrators needed to be challenged. Other relevant material must be credited.

Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which the nature of the Cultural Revolution changed in the years 1966-76. Arguments and evidence that the nature of the Cultural Revolution changed in the years 1966-76 should be analysed and evaluated. Relevant points may include: • In 1967, the emphasis on the Red Guards as the vanguard of the Cultural Revolution began to lessen as it became clear that many of their actions were becoming more extreme and counter-productive • In the years 1967-69, the PLA began to take a more central role in enforcing communist principles, restored order and were responsible for implementing the 'up to the mountains and down to the villages' campaign • The formal element of the Cultural Revolution was officially declared as ended in 1969, with assertions that the whole country was now 'Red' communist • In the 1970s, compromises were attempted between the 'pragmatists' and radicals within the CCP; Deng Xiaoping and Zhou Enlai returned to power, feelers were put out to the West and reforms introduced. Arguments and evidence that the nature of the Cultural Revolution did not change/stayed the same in the years 1966-76 should be analysed and evaluated. Relevant points may include: • The essential aims and objectives of the Cultural Revolution remained throughout the period, e.g. 'permanent revolution', guarding against complacency, the indoctrination of youth • Attacks on 'capitalist roaders' and foreign influences were a feature throughout the period, e.g. 'cleansing of the ranks' campaign • The cult of Mao remained at the centre of Chinese political thought and continued to inspire activism • The ideologues continued to be influential, e.g. Jiang Qing's Gang of Four led covert attacks on Zhou through attacks on Confucius; Deng withdrew to the South under Army protection in 1976 during Mao's last months. Other relevant material must be credited.

Option 2E.2: The German Democratic Republic, 1949–90

3	8–12	• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification.
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4	13–16	• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two sources may be uneven. • Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
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4	10–12	• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
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Section B

Target: AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	- Simple or generalised statements are made about the topic. - Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. - The overall judgement is missing or asserted. - There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–10	- There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. - Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. - An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. - The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11–16	- There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. - Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. - Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. - The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17–20	- Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. - Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. - Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. - The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.

Section A: indicative content**Option 2E.1: Mao's China, 1949–76**

Question	Indicative content
1a	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse the source to consider its value for an enquiry into the reasons why the Great Leap Forward (Second Five-Year Plan) was launched. - The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: - It indicates that the Great Leap Forward was launched with the intention to transform China into a modern industrialised nation ('strive to catch up or surpass Britain in output of iron...and other major industrial products') - It indicates that ideologically the CCP wanted the Chinese people to continue to work for the socialist revolution ('laid the groundwork for a socialist industrialisation to take place.') - It indicates that there was a desire to continue the concrete advances made in the First Five-Year Plan ('Inspired by the success of the First Five-Year Plan...targets in steel, power and coal...even more awe-inspiring') - It suggests that the CCP wanted to promote Chinese nationalism ('began...two hundred years after Britain's...tremendous tasks have been accomplished...launching a new nationwide upsurge'). - The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: - As an authorised magazine, the article would have been intended to promote the official public party line of the CCP with regard to the Great Leap Forward - The publication of the article, in spring 1958, coincided with the full-scale launch of the Great Leap Forward - The article would have been printed in English in order to promote the new policies of Great Leap Forward to a global audience. - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: - Privately, Mao believed that the First Five-Year Plan had not advanced the economy quickly enough but hoped that public acclamation of the Plan's successes would encourage further mass participation and sacrifice - In 1958, China's relationship with the Soviet Union had deteriorated and the CCP hoped that the Great Leap Forward would showcase to the world the superiority of Chinese socialist economic policies - Mao believed in 'permanent revolution' and, in 1958, he believed the time had come to get rid of the compromises the CCP had had to make in the aftermath of the civil war and introduce more pure communist policies.



Question	Indicative content
1b	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the source in relation to an enquiry into the impact of the Great Leap Forward (Second Five-Year Plan) on the Chinese peasantry. - The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: - The interviewee had lived through the period of the Great Leap Forward in a rural area and had personally experienced the policies - The interviewee is speaking twenty years after the death of Mao and so may have felt more able to tell the truth of what happened than she would have during the years of Mao's regime - The evidence given by the woman may not have been representative of peasant experiences in other areas of China, as the western researcher may have been seeking out evidence in areas of known famine. - The evidence could be assessed in terms of giving weight to the following points of information and inferences: - It indicates that, at first, the experience of the Great Leap Forward was positive ('In the first year...earned work points...communes distributed grain to each family...kept at home.') - It claims that peasants were left starving and with nothing of their own ('took away everything'; 'canteen did not serve any proper food'; 'I peeled off the bark of a tree and cooked it'; 'We had nothing to cook with') - It suggests that the peasants' lives were totally controlled by the state ('village cadres also searched'; 'we had to carry on eating at the canteen'; 'Later on, we were allowed to eat at home.') - It suggests that the impact of the Great Leap Forward in rural areas was catastrophic ('More than half the villagers died'; 'there were now far fewer mouths to feed.'; 'empty because everyone had fled.'). - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: - Despite initial successes, the agricultural methods used for farming, combined with natural disasters, led to poor harvests and food shortages. Rural starvation led to some cases of cannibalism - The priority of the Plan was to feed the urban areas and significant amounts of food were requisitioned from the rural areas by force; peasant communities were treated with suspicion and suspected of hoarding - The Great Leap Forward forced many villages to become part of large people's communes where life was regimented and communal canteens were supposed to provide nutritious food for all - Hundreds of thousands of peasants fled their villages to move to the towns, leaving the weak and vulnerable to fend for themselves.



Option 2E.2: The German Democratic Republic, 1949–90

Question	Indicative content
2a	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse the source to consider its value for an enquiry into the impact of <i>Ostpolitik</i> on relations between the GDR and the Federal Republic (FRG). - The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: - It indicates that <i>Ostpolitik</i> opened up travel links between the two countries ('permitted to enter the GDR several times a year...visiting.'; travel to the FRG on urgent family business.') - It indicates that <i>Ostpolitik</i> provided an opportunity for improved relations and co-operation in a variety of economic and social areas ('enter for...commercial, cultural...religious reasons'; 'Tourists...will be allowed') - It suggests that <i>Ostpolitik</i> changed GDR attitudes towards freer movement from the FRG to the GDR but not vice versa; one of the five regulations mentioned refers to travel from the GDR and for 'urgent family' matters. - The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: - It is a letter from the GDR foreign minister to the FRG foreign minister so is an official document between the two states - It was written in May 1972 at the height of <i>Ostpolitik</i> activity - The purpose of the letter is to outline the specific details of an agreement on the future travel between the two states from the perspective of the GDR - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: - Willy Brandt's policy of <i>Ostpolitik</i> was given a boost in 1971 when Honecker replaced Ulbricht. Honecker was more willing to engage in diplomacy with regard to improving relations between the GDR and FRG - The Traffic Agreement was one of a number of agreements made in the months before the signing of the Basic Treaty, 21 December 1972, which looked to 'normalise' relations between the two as recognised states - The GDR wanted the recognition that <i>Ostpolitik</i> promised but was not willing to undermine its stability by introducing policies that might be taken advantage of by the FRG, e.g. by encouraging emigration.



Question	Indicative content
2b	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the source in relation to an enquiry into the significance of sporting achievements in the GDR. 1.The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: • It gives the personal view of a sportsman who competed at international level for the GDR of the attitudes of both the authorities and the general population • Speaking for the first time in public, Wiedemann's critical tone towards the GDR authorities may have been influenced by his decision to defect to the West in 1964 • Speaking in 2014, at a time of a reunited Germany and fifty years after the events, Wiedemann would have had time to reflect on the significance of his experiences. 2.The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It indicates the importance that the GDR authorities placed on the performances of international competitors and their willingness to intervene ('Minister for Sports...'you have let down the entire Republic') • It suggests that to the GDR authorities sporting achievement was such a validation of East German identity that, in spite of public support ('congratulated' us'), only winning was acceptable ('in reality...lived.') • It indicates that in local communities sporting achievements were highly valued ('It was a very big thing to have a...local youth finish'; 'the whole town turned out to welcome me home.') • It suggests that, for ordinary people, achievement in sporting events took precedence over organised ideological events ('To be honest...probably more people than for the annual May Day parade.'). 3.Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: • From the start, the SED government believed that participation in international sporting events validated the GDR's existence as an independent state and that sporting achievement defined its identity • Sporting achievement was viewed by the SED as evidence of the superiority of the socialist values of the GDR and an opportunity to promote socialism worldwide, particularly at the Olympics • The SED provided the resources for GDR athletes to train to international standard on what was essentially a professional basis and interfered in training regimes to the extent of purposefully doping athletes.

Section B: indicative content**Option 2E.1: Mao's China, 1949–76**

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about how significant the role of the People's Liberation Army (PLA) was in establishing communist rule in China in the years 1949–57. Arguments and evidence that the role of the People's Liberation Army (PLA) was significant in establishing communist rule in China in the years 1949–57 should be analysed and evaluated. Relevant points may include: • In 1949, the reputation of the PLA in the aftermath of the civil war, as an incorruptible and successful military force, created trust and confidence in the newly declared communist regime in most of the country • The PLA was at the centre of the ruthless reunification campaigns in Tibet, Xinjiang and Guangdong and several PLA officers were appointed as regional governors • The PLA was used as a platform for the dissemination of propaganda in the wider community, the indoctrination of around one million conscripts annually and as a ready-made workforce to rebuild China's infrastructure • The successes of the PLA in the Korean War contributed to a sense of confidence and national pride in the new communist regime. Arguments and evidence that the role of the People's Liberation Army (PLA) in establishing communist rule in China was limited/that other factors were significant should be analysed and evaluated. Relevant points may include: • The PLA was purposefully reduced in size after 1953, as Mao endeavoured to give the CCP central power in running the new communist regime • By 1956, the PLA had lost much of its reputation and goodwill amongst the peasant majority and had to introduce a code of conduct to counteract this • The work of the CCP was more significant in both propagating support for the communist regime and in enforcing communist rule through the work of the cadres, the Great Terror, the 'antis campaigns' and the Laogai system • Other more significant factors, such as, Mao's popularity, social and economic reforms, the overall impact of the Korean War, the general use of violence and intimidation. Other relevant material must be credited.

Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the statement that the main consequence of the Cultural Revolution was the collapse of education in China. Arguments and evidence that the main consequence of the Cultural Revolution was the collapse of education in China should be analysed and evaluated. Relevant points may include: • University education and schooling was suspended with millions of students joining the Red Guard and schools closed; over 100 million young people received no teaching and learning • Learning of a traditional curriculum was portrayed as having no value and young people were encouraged to humiliate and physically attack teachers and lecturers as symbols of bourgeois values • The extent of ideological commitment became the means of advancement for young people and an emphasis on vocational training to aid China's growth was undermined by a lack of appropriate training • The Cultural Revolution led to the creation of a 'lost generation' – both from initial Red Guard activity and the later rustication campaign - lacking in the skills and learning to move China forward economically and socially. Arguments and evidence that the impact on education was limited/there were other consequences should be analysed and evaluated. Relevant points may include: • The impact on education was one of the first areas to be addressed in Zhou's Four Modernisations, e.g. the reintroduction of organised education, proper vocational training, reformed university entrance exams • Mao's control of the CCP and China was strengthened through the purges and the destruction of his rivals • The activities of the Red Guard systematically destroyed much of China's traditional culture and created an atmosphere of intimidation and paranoia • The power of the PLA increased through Mao's decision to implement a policy of containment of the excesses of the Cultural Revolution, e.g. oversight of 'up to the mountains and down to the villages' campaign. Other relevant material must be credited.

4	13–16	- Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two sources may be uneven. - Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. - Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
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3	6–8	• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail. • Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is not fully substantiated. Explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author.
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Section A: Questions 1b/2b

Target: AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
1	1–2	• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements.
2	3–5	• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concept of reliability is addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	6–9	• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of weight takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria, with some justification.

Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the significance of the role of Jiang Qing during the Cultural Revolution. Arguments and evidence that the role of Jiang Qing was significant during the Cultural Revolution should be analysed and evaluated. Relevant points may include: • Jiang Qing played a prominent role in the early period. She was made deputy of the Central Cultural Revolution Group (1966), worked with Lin Biao to develop 'the cult of Mao' and became a member of the Politburo • Jiang Qing played a fundamental role in the organising, and 'activating', of the fanaticism of the Red Guard activity • Jiang Qing was responsible for implementing the cultural policies of the Cultural Revolution and ensuring the creation of a Maoist style culture, e.g. attacks on 'Westernised' culture, producing revolutionary films and operas • As a member of the Gang of Four, Jiang Qing advanced the more radical aspects of Maoism and became fully embroiled in the internecine struggles of the CCP that characterised the later stages of the Cultural Revolution. Arguments and evidence that the role of Jiang Qing was not significant during the Cultural Revolution should be analysed and evaluated. Relevant points may include: • Jiang's role was often overshadowed. Other CCP leaders often used a negative perception of Jiang, based on her position as Mao's wife, to side-line or dismiss Jiang's contribution, e.g. Lin Biao in the 'cult of Mao' • Jiang's cultural policies were not particularly popular or successful; revolutionary artistic output was limited and often viewed as unstimulating, while many resented the censorship and control involved. • The power base of the Gang of Four was based in Shanghai. This meant that Jiang's influence was often limited, particularly in the latter stages of the period when Mao's health was declining • Other individuals played a more significant role, e.g. Mao, Lin Biao, Deng and Zhou. Other relevant material must be credited.

Option 2E.2: The German Democratic Republic, 1949–90



Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the reaction in China to the death of Mao. Source 1 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • This is the official CCP obituary of Mao and so provides a clear view of the official CCP reaction to Mao's death • The wide distribution of the obituary indicates that the CCP felt that it was important to ensure that the people of China understood how they should react to Mao's death • The international publication, along with the tone and language of the obituary, suggests that, at a time of ongoing political tension, the CCP wanted to highlight an atmosphere of national unity within China. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reaction in China to the death of Mao: • It indicates that the present leadership of the CCP is determined to continue the legacy of Mao ('radiance...for ever illuminate') and to maintain his policies ('carry on the cause...keep to the Party's basic line') • It implies that Mao's death should be seen as an inevitability and that no one should be blamed ('worsening of his condition...despite intensive medical care given to him in every way.') • It suggests that the CCP wishes to emphasise the unity of the country in the wake of Mao's death ('beloved great leader of our Party, our army and the people of all nationalities', 'founder...People's Republic of China.') • It implies that the people of China should be seen to openly mourn Mao's death ('evoke immense grief in the hearts of the people') and to accept the turmoil created by the Cultural Revolution ('led...complex struggle'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: • During the 1970s, Mao suffered from a variety of medical conditions, including a heart attack, that made him progressively weaker. He was last seen in public in May 1976 • At the time of Mao's death, the CCP was rife with political division; Deng Xiaoping, supported by the PLA, was in hiding in Guangzhou, while the Shanghai-based Gang of Four were at loggerheads with the Beijing leaders • The cult of Mao had become one of the foundation stones of the Cultural Revolution and his belief in 'permanent revolution' drove the pace and nature of events in the immediate aftermath of his death.

Question	Indicative content
	Source 2 - The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: - Liang is in an excellent position to comment on the response to Mao's death as he is providing an eye-witness account of events - Liang wrote his memoirs while living in the USA and so he would have had the freedom to write his own opinions without censorship - Liang's views on Mao's legacy might have been negatively affected by the treatment of his family. The tone is very personal. - The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reaction in China to the death of Mao: - It claims that those who had experienced the Chinese communist victory in 1949 were genuinely affected by Mao's death ('older workers...perhaps the saddest of all...brought them a better life.') - It indicates that a large proportion of the Chinese population believed that Mao's legacy was beyond reproach ('one of their own parents.', 'No one blamed Mao.') - It indicates that some younger people responded with indifference ('not grown into my love of Chairman Mao...it had been imposed on me.', 'not a better life...' 'Revolution' had become tedious and meaningless.') - It suggests that the adoration of Mao that might have been expected by the authorities was not necessarily forthcoming ('I just couldn't seem to make myself cry.'). - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: - Mao's funeral was broadcast throughout China at large public events. The CCP, despite officially being disapproving of 'ancestor worship', expected people to express public grief, as a show of support for the Party - To many, often of the older generation, Mao's rule had brought redistribution of wealth and overall greater access to advancement, education and social welfare in the name of the ordinary people of China - Those Chinese born during Mao's rule were brought up under the cult of Mao, encouraged to admire Mao above all others, including their own parents - Under Mao, a series of campaigns were launched in the name of 'permanent revolution', e.g. the Cultural Revolution, which resulted in deaths on a massive scale and undermined standards of living. Sources 1 and 2 The following points could be made about the sources in combination: - Source 1 is the immediate official CCP response to Mao's death, while Source 2 indicates a personal response given in hindsight - Both Sources indicate Mao's legacy of 'permanent revolution' and struggle. Source 1 views this in a positive light, while Source 2 views this in a negative light - Source 1 implies that there is really only one possible response to Mao's death; that of unified regard for his achievements. Source 2 indicates a more nuanced response based on personal experiences of Mao's rule.

Option 2E.2: The German Democratic Republic, 1949–90

