OCR
Oxford Cambridge and RSA

GCSE

History A (Explaining the modern world)

Unit **J410/01**: International Relations: the changing international order 1918–c.2001 with China 1950–1981: The People and the State

General Certificate of Secondary Education

Mark Scheme for June 2018

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

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

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

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Annotations

Annotation	Meaning
VG	Vague
✓	Tick
SEEN	Noted but no credit given
REP	Repeat
K	Knowledge
EG	Example/Reference
DEV	Development
✗	Cross
BOD	Benefit of doubt
?	Unclear
L3	Level 3
L2	Level 2
L1	Level 1
BP	Blank page

Subject–specific Marking Instructions

INTRODUCTION

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

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

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

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

USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide ‘correct’ answers. The Mark Scheme can only provide ‘best guesses’ about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners’ Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates’ responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co–ordination scripts will be issued at the meeting to exemplify aspects of candidates’ responses and achievements; the co–ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

1 The co–ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co–ordination Meeting.

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

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

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

1. Outline the impact of the worldwide economic depression on international relations in Europe in the 1930s.

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

Levels	Indicative content	Marks
Level 3 The response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. This is presented as a narrative that shows a clear understanding of the sequence or concurrence of events.	Please see following page	**4–5**
Level 2 The response demonstrates some accurate knowledge and understanding that is relevant to the question. This is presented as a narrative that shows some understanding of the sequence or concurrence of events.		**2–3**
Level 1 The response includes some knowledge that is relevant to the question.		**1**
Level 0 No response or no response worthy of credit.		**0**

1. Outline the impact of the worldwide economic depression on international relations in Europe in the 1930s.

Levels	Indicative content	Marks
Level 3	Level 3 answers will typically outline how the depression led to worsening international relations supported by at least one example e.g. *The Great Depression led to worsening international relations as countries followed more aggressive foreign policies. This was because countries were struggling economically. Important powers like Italy tried to expand and looked for new sources of raw materials by invading other nations. They believed this would help their economies revive, and give the public something to feel happy about. In Italy's case this led to the invasion of Abyssinia in 1935.* **Nutshell: Valid framing statement (see highlight) supported by one or more examples (higher mark for development or more examples)**	**4–5**
Level 2	Level 2 answers will typically outline one or more examples of the impact OR provide a framing statement without development e.g. *In 1935 Italy invaded Abyssinia. Mussolini believed that this would help the Italian economy recover from the depression as Abyssinia contained raw materials such as oil and tin.* *OR* *The Great Depression led to worsening international relations as countries followed more aggressive foreign policies.* **Nutshell: Describes example(s) of international impact** [Alternatively, candidates might refer to aggressive economic policies such as tariffs and duties or the calling in of loans, especially US loans to Germany, or the US even greater reluctance to involve itself in world affairs or support European sanctions. Do not credit Manchuria unless linked to League of Nations' response.] NOTE: Students may refer to worsening economic relations. For L3 this needs to link to political events.	**2–3**
Level 1	Level 1 answers will typically outline one or more event with little or no reference to the impact of the depression on international relations e.g. *Germany suffered from high unemployment and debt* *Britain experienced high unemployment* *The Wall Street Crash meant the USA went bust* *Hitler came to power in Germany* **Nutshell: Identifies impact of depression but national not international**	**1**
Level 0		**0**

2. Explain why the USA got more involved in the war in Vietnam in the 1960s.

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

Levels	Indicative content	Marks
Level 5 • The response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. • This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question.	**Please see following page**	**9–10**
Level 4 • The response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. • This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question.		**7–8**
Level 3 • The response demonstrates accurate knowledge and understanding that is relevant to the question. • This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.		**5–6**
Level 2 • The response demonstrates some knowledge and understanding that is relevant to the question. • This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.		**3–4**

Levels	Indicative content	Marks
Level 1 • The response demonstrates basic knowledge that is relevant to the topic of the question. • There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.		**1–2**
Level 0 No response or no response worthy of credit.		**0**

2. Explain why the USA got more involved in the war in Vietnam in the 1960s.

Levels	Indicative content	Marks
Level 5	Level 5 answers will typically identify at least two reasons why the USA got more involved in the war in Vietnam in the 1960s and explain how these led to deeper involvement e.g. *The USA got more involved in the war in Vietnam in the 1960s for many reasons.* *One reason was the policy of containment. Many Americans believed that communism was evil and that China and Russia were trying to spread communism through Asia. They thought that if one county fell to communism, other countries would also fall like a row of dominoes. By 1965 the Vietcong were getting so much aid and military equipment from Russia and China, the USA believed that it had to send its own troops, or they feared the rebels would overthrow the government and the country would become communist. Sending aid and advisers was no longer enough.* *Another reason they got more involved was because they were worried about losing face. They got dragged in slowly from the 1950s until they got to a point in the 1960s where they couldn't pull back. Under Eisenhower in the 1950s they sent advisers and spent $2 billion helping the South Vietnam Government. However, because it was unpopular and corrupt they needed to help more to keep it in power, otherwise the communists would take over. Kennedy sent special forces and spent even more in the early 1960s, and then under Johnson it was as if they had reached the point of no return. When the South Vietnam government got too weak they felt they had to send troops or all they had spent would be for nothing which would be humiliating.* **Nutshell: Two reasons for involvement identified and explained.**	**9–10**
Level 4	Level 4 answers will typically identify at least one reason why the USA got more involved in the war in Vietnam in the 1960s and explain why/how it led to deeper involvement e.g. *One reason the USA got more involved was the policy of containment. Many Americans believed that communism was evil and that China and Russia were trying to spread communism through Asia. They thought that if one county fell to communism, other countries would also fall like a row of dominoes. By 1965 the Vietcong were getting so much aid and military equipment from Russia and China, the USA had to send their own troops or America feared they would overthrow the government and the country would become communist.* **Nutshell: Identifies reason(s) with one reason explained (explanation needs to be linked to Vietnam/South East Asia)** **NOTE: Answers at L4 may identify and attempt to explain several reasons but only be successful with one.**	**7–8**

Levels	Indicative content	Marks
Level 3	Level 3 answers will typically identify and describe one or more valid reasons but will not explain how the reason(s) led to deeper involvement. *The USA got more involved for many reasons. The policy of containment was one reason. So was the "Military-Industrial complex". And then there was the weakness of the Diem government. This was the leadership of South Vietnam which was unpopular and corrupt at times.* [Alternatively, candidates may focus on US support of military coup that murdered Ngo Dinh Diem; weakness of the AVRN; electioneering by Kennedy; Gulf of Tonkin incident; Kennedy wanted to look strong after Cuba; USA didn't want Communism to spread to protect its economy and trade]. **Nutshell: Identifies and describes reason(s) but fails to explain how it/they led to deeper involvement**	**5–6**
Level 2	Level 2 answers will typically contain description of events linked to US involvement in the war in Vietnam. *The US got involved first by sending aid and advisers to help Diem. The communists were attacking the government. Then they sent soldiers to attack the Vietcong after Diem was assassinated. America was trying to protect its interests.* **Nutshell: Description of relevant events but no reasons identified**	**3–4**
Level 1	Level 1 answers will typically assert general reasons not specific to Vietnam war e.g. *The Americans felt threatened* *America wanted to support their allies* **Nutshell: Unspecific points**	**1–2**
Level 0		**0**

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

Assessment Objectives	AO4 (a and d): Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. [20] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5]
Additional Guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. **Candidates are not required to refer to specific historians or schools of thought but should be given credit within the level if they do so correctly.**

Levels	Indicative content	Marks
Level 5 • The response has a full and thoroughly developed analysis and evaluation of the given interpretation and of other interpretations studied in order to make a convincing and substantiated judgement of the interpretations in the context of historical events studied to answer the question. • The response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question.	**Please see following pages**	**21–25**
Level 4 • The response has a developed analysis and evaluation of the given interpretation and of other interpretations studied in order to make a fully supported judgement of the interpretations in the context of historical events studied to answer the question. • The response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question.		**16–20**
Level 3 • The response has some analysis and evaluation of the given interpretation and of other interpretations studied, and uses this to make a partially supported judgement of the interpretations in the context of historical events studied to answer the question. • The response demonstrates accurate knowledge and understanding that is relevant to the question.		**11–15**
Level 2 • The response has some analysis and evaluation of the given interpretation and limited evaluation of other interpretations studied, and links this to a judgement of the given interpretation in the context of historical events studied to answer the question. • The response demonstrates some knowledge and understanding that is relevant to the question.		**6–10**

Levels	Indicative content	Marks
Level 1 • The response has a basic analysis of the given interpretation and evaluates it in terms of the question. Other interpretations may be mentioned but there is no analysis or evaluation of them. • The response demonstrates basic knowledge that is relevant to the topic of the question		**1-5**
Level 0 No response or no response worthy of credit.	.	**0**

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

Levels	Indicative content	Marks
Level 5	Level 5 answers will typically address the question through fully developed analysis and evaluation of specific elements of Interpretation A, supported by relevant references to other interpretations or the context of Interpretation A *In Interpretation A Parker is criticising Chamberlain for the policy of appeasement. He calls him stubborn and he also says he was half hearted in opposing Hitler and should have done more to deter Hitler by standing up to him.* *This is not really a fair comment. Revisionist historians from the 1960s would not accept the idea that Chamberlain failed to stop Hitler because he was half hearted about opposing him. Revisionists argued that Chamberlain failed to oppose Hitler because he was constrained by Britain's poor financial situation and limited armed forces.* [Answers may refer to historians such as Dilks and Cameron Watt or use the term revisionist– this is not a requirement but should be credited] *OR* *In some ways, this is a fair comment as historians from the 1940s and 1950s would definitely agree. Parker says that Britain's attempts to block Hitler's expansion were half hearted and too late. The authors who wrote Guilty Men during the war thought that appeasement was a foolish and cowardly policy and in their own words 'The British Government did not exert itself to any great extent in the arming of our country, didn't do enough to prepare Britain for war'.* [Answers may refer to modern historians as post-revisionists, and those in the 1940s and 1950s as orthodox – this is not a requirement but should be credited] **Nutshell: Valid use of other interpretations or context (of A) to support OR challenge specific point(s) from Interpretation A** NOTE: Answers at this level can be one-sided or balanced provided they are sufficiently developed and supported.	**21-25**
Level 4	Level 4 answers will typically address the question of fairness through valid use of other interpretation(s) or the context of Interpretation A. Answers at this level will not specify the aspect(s) of Interpretation A which they consider fair or unfair. *In Interpretation A Parker is criticising appeasement.* *Churchill and the Orthodox historians would say this is fair. Although Churchill did admit that Chamberlain was a good man he believed that Chamberlain showed poor judgement and failed to see what Hitler was really like. As a result appeasement encouraged Hitler.* **Nutshell: Valid use of other interpretation(s) or context (of A) to support / challenge the general premise of Interpretation A**	**16-20**

Levels	Indicative content	Marks
Level 3	Level 3 answers will typically be based on a valid argument about fairness and support this with relevant factual knowledge OR undeveloped references to other interpretations to judge fairness e.g. *The comment is fair because it's true that Chamberlain and his government didn't want to build a barrier to Hitler's expansion. When Chamberlain chose not to help the Czechs defend the Sudetenland, and instead, agreed Hitler could have the territory, they were giving Hitler important industrial and military land: after it was gone the Czechs lost heart and were less able to defend against Hitler taking over the rest of their nation. He also refused to negotiate seriously with the Russians which is why in the end Stalin formed the Nazi-Soviet pact. If he had done this war might have been avoided as Hitler didn't want a war on two fronts in 1939.* *OR* *Parker is writing in 1993 and he is critical. I think this is fair because Cato would agree with this and be critical as well.* **Nutshell: Valid argument based on knowledge OR valid but undeveloped references to other interpretations to support / challenge the general premise of Interpretation A**	**11-15**
Level 2	Level 2 answers will typically describe relevant interpretations without addressing the question of fairness e.g. *Parker's view is from the 1990s and he criticises appeasement. One interpretation about appeasement is from 'The Guilty Men' which says that Chamberlain was cowardly. The revisionists said that he was…* **Nutshell: Demonstrates knowledge of interpretations without explicitly addressing fairness of A; OR after misunderstanding**	**6-10**
Level 1	Level 1 answers will typically demonstrate understanding of Interpretation A and/OR offer undeveloped/unsupported assertions about fairness *Parker thinks that appeasement was a bad idea.* *Parker thinks Chamberlain was stubborn* *The Interpretation is right. He says Chamberlain is stubborn and could have done more against Hitler. I agree.* *This is harsh. Lots of other historians disagree and think he had no choice.* **Nutshell: Shows understanding of A/unsupported assertions about fairness**	**1-5**
Level 0		**0**

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

Assessment Objectives	AO4 (a, b and c): Analyse individual interpretations and how and why interpretations differ. [10] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5] AO2: Explain and analyse historical events and periods studied using second order historical concepts. [5]
Additional Guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. Candidates are not required to refer to specific historians or schools of thought but should be given credit within the level if they do so correctly. Credit could be awarded within any level for candidates who explain (with valid support such as the new sources under the Public Records Act) that some historians **have** agreed with the interpretation.

Levels	Indicative content	Marks
Level 5 • The response analyses the given interpretation, and compares and contrasts a range of aspects of the given interpretation with aspects of other interpretations studied, to produce a thorough, detailed analysis of how the interpretations differ. • There is a fully supported and convincing analysis of why the given interpretation and other interpretations differ, explained in terms of when the interpretations were created and their place within the wider historical debate. • The response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. • This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question.	Please see following page(s)	**17–20**
Level 4 • The response analyses the given interpretation, and compares and contrasts some aspects of the given interpretation with aspects of other interpretations studied, to produce an analysis of how the interpretations differ. • There is a supported analysis of why the given interpretation and other interpretations differ, explained in terms of when the interpretations were created and their place within the wider historical debate.		**13–16**

Levels	Indicative content	Marks
• The response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. • This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question.		
Level 3 • The response analyses the given interpretation, and compares and contrasts a few aspects of the given interpretation with aspects of other interpretations studied, to produce a partial analysis how the interpretations differ. • There is some analysis of why the given interpretation and other interpretations differ, explained in terms of when the interpretations were created and their place within the wider historical debate. • The response demonstrates accurate knowledge and understanding that is relevant to the question. • This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.		**9–12**
Level 2 • The response analyses the given interpretation, and compares and contrasts a few aspects of the given interpretation with aspects of at least one other interpretation studied, to show how the interpretations differ. • There is a basic explanation of why the given interpretation and the other interpretation(s) differ, explained in terms of when the interpretations were created and their place within the wider historical debate. • The response demonstrates some knowledge and understanding that is relevant to the question. • This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.		**5–8**
Level 1 • The response compares the candidate's own knowledge and understanding to the interpretation, or uses knowledge and understanding of the time in which it was created, to analyse the given interpretation. • There is no consideration or no relevant consideration of any other interpretations. • The response demonstrates basic knowledge that is relevant to the topic of the question. • There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.		**1–4**
Level 0 No response or no response worthy of credit.		**0**

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

Levels	Indicative content	Marks
Level 5	Level 5 answers will typically explain **how** historian(s) or commentator(s) from two or more periods have disagreed with Interpretation B and **explain the reason(s) for differences for at least one of them** *It is true that not all historians would agree with Interpretation B.* *Paterson is saying that the responsibility for the Cold War should be shared as both the USA and the USSR were to blame. But in the 1940s through to the early 1960s most US historians blamed the Soviet Union, not the USA, and criticised it for trying to spread communist ideas across the world. However, most of these commentators were heavily influenced by feelings of Red Scare which were so strong in the 1950s, and so were unwilling to consider any explanations for the Cold War unless it blamed Russia. Some of these people had also been involved in the events they wrote about, as senior US officials or advisers, so they were less likely to criticise their own government or their own actions.* [References to Kennan and Feis could be given additional credit but are not required to reach the level. Equally labelling Paterson's view as post-revisionist is worthy of credit.] *In the same way, some historians writing since the end of the Cold War would disagree. Since the Soviet archives were opened and lots more sources became available a number of historians have again criticised Russia, and Stalin in particular, for causing the Cold War. When Reagan was President in the 1980s he was aggressive in his actions and speech against the USSR, calling it an evil empire, and some historians in the early 1990s seem to have been influenced by this attitude. Not surprisingly, as historians often find what they are looking for, they found evidence in the Soviet archives to blame Russia again.* **Nutshell: Valid explanation of how views from two or more periods disagree, with explanation as to why at least one is different (probably based on context or the evidence used by the historian).** **NOTE 1: Marks can be awarded within level for quality of support or addressing specific aspects of Interpretation B rather than the general premise.** **NOTE 2: If a candidate explains how and why only one view differs mark at bottom of L5**	**17–20**

Levels	Indicative content	Marks
Level 4	Level 4 answers will typically explain **how** historian(s) or commentator(s) from **two or more periods** have disagreed with Interpretation B *Paterson is saying that the responsibility for the Cold War should be shared as both the USA and the USSR were to blame. But in the 1940s through to the early 1960s most US historians blamed the Soviet Union, not the USA, and criticised it for trying to spread communist ideas across the world.* [References to Kennan and Feis could be given additional credit but are not required to reach the level.] *Other historians writing in the 1960s blamed the USA more. These historians said that the USA's 'get-tough' attitude with the Truman Doctrine made the Soviets feel threatened. They argue that the US was trying to create economic dominance with things like the Marshall Plan and that this threatened Stalin and provoked him to react. [References to Kolko or other revisionists* could be given additional credit but are not required to reach the level.] **Nutshell: Valid explanation of how views from two or more periods disagree** **NOTE: Marks can be awarded within the level for quality of support or addressing specific aspects of Interpretation B rather than the general premise.**	**13–16**
Level 3	Level 3 answers will typically **explain how** historian(s) or commentator(s) from **one period** have disagreed (or agreed) with Interpretation B *It is true that not all historians would agree with Interpretation B. Paterson is saying that both Russia and the USA were responsible for the start of the Cold War. But during the 1950s many writers argued that the Cold War was caused by Russian aggression and expansion. They wanted to spread their influence across Europe and then Asia.* **Nutshell: Valid explanation of how view from one period would disagree** **Alternatively**, Level 3 answers may give valid reasons why historians from one or more periods disagree (or agree) but fail to explain how Soviet historians would not accept this view. Soviet historians would have faced pressures of censorship and control. If they were to criticise the USSR they might have lost their job or worse. **Nutshell: Valid reason(s) why view from one period(s) is different/similar but not how.**	**9–12**

Levels	Indicative content	Marks
Level 2	Level 2 answers will typically identify historian(s) or commentator(s) who have agreed OR disagreed with Interpretation B but fail to explain how or why eg *Not all historians would agree with Interpretation B about America being equally to blame. The historians of the late 1940s would have disagreed.* *OR* *Historians in the 1940s in the USA blamed the Soviets. In the 1960s revisionist historians blamed the USA. Post revisionists blamed both sides.* **Nutshell: Lists historians / schools of thought but no valid development**	**5–8**
Level 1	Level 1 answers will typically make general assertions about Interpretation B or give their own critique of it e.g. *Some people would disagree with Interpretation B because Russia was more to blame than the USA.* *Not all historians would agree because lots were really critical of the Russians. Others said it was mainly America's fault.* **Nutshell: General assertions** NOTE: Award at this level if candidates give their own critique of B (ie not the views of other historians). This may well be phrased as 'other historians' but is in fact the candidate's own view using contextual knowledge.	**1–4**
Level 0 credit.		**0**

Section B

China 1950–1981: The People and the State

5. Describe **one** example of how Mao Zedong was shown in Chinese propaganda between 1966 and 1976.

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [2]
Additional Guidance	First mark for identification of campaign + second mark for descriptive detail for each response. Note that a maximum of 1 mark can be given for correct identification, even if more than one example is identified. All content is indicative only and any other correct examples of how Mao was shown in Chinese propaganda should also be credited.

Levels	Indicative content	Marks
N/A Points marking	• *One example was the way in which Mao's ideas were promoted among the Chinese people. Copies of his 'little red book' of ideas and quotes were distributed in their millions among Chinese society.* • *An example would be the way Mao was shown to be a leader who made no mistakes. Propaganda was issued praising Mao's achievements and criticising other Communist leaders like Deng Xiaoping.*	**2**

6. Explain how the economic policies of Deng Xiaoping changed life in China between 1976 and 1981.

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

Levels	**Indicative content**	**Marks**
Level 5 • The response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. • This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question.	*Please see following page(s)*	**9–10**
Level 4 • The response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. • This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question.		**7–8**
Level 3 • The response demonstrates accurate knowledge and understanding that is relevant to the question. • This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.		**5–6**
Level 2 • The response demonstrates some knowledge and understanding that is relevant to the question. • This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.		**3–4**
Level 1 • The response demonstrates basic knowledge that is relevant to the topic of the question. • There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.		**1–2**

Levels	Indicative content	Marks
Level 0 No response or no response worthy of credit.		**0**

6. Explain how the economic policies of Deng Xiaoping changed life in China between 1976 and 1981.

Levels	Indicative content	Marks
Level 5	Level 5 answers will typically identify two examples of impacts and explain them fully, e.g. *Two of Deng's 'Four Modernisations' were focused on the economy and these changed life in China. One area was in agriculture. Under the slogan 'to get rich is glorious', peasants were encouraged to produce more food on their private land and were allowed to sell any surplus themselves. Making money was seen as a good thing. This meant change in China, as farmers were now motivated by the chance to make money, many became wealthier and more food was available. It transformed farming in China.* *Another area was improving industry. Deng experimented with some capitalist methods and allowed four 'Special Economic Zones' to be set up in 1979. In these areas, foreign businesses were allowed to be established and this created employment opportunities for workers. Small businesses were permitted, and some businessmen became very successful. This changed life in China as it was no longer isolated from the rest of the world, and more wealth was generated. By 1980 the economy was growing at around 10 per cent each year.* ***Nutshell: Explains two impacts*** ***NOTE: Allow two impacts of one policy OR impacts of more than one policy***	**9–10**
Level 4	Level 4 answers will typically identify the impact of one policy and explain it fully, e.g. *Deng changed Chinese farming and introduced incentives for peasants to produce more food that were very different from what had happened under Mao. Under the slogan 'to get rich is glorious', peasants were encouraged to produce more food on their private land and were allowed to sell any surplus themselves. Making money was seen as a good thing. This meant change in China, as farmers were now motivated by the chance to make money, many became wealthier and more food was available. It transformed farming in China.* ***Nutshell: Explains one impact*** ***NOTE: Allow two impacts of one policy OR impacts of more than one policy*** ***NOTE: Candidates are likely to attempt several impacts but only succeed in one case***	**7–8**
Level 3	Level 3 answers will typically identify and describe one or more examples of an impact eg *Deng wanted to improve Chinese industry and allowed small businesses to form in parts of China that were not controlled by the government. Some of these businessmen became rich. He also allowed foreign companies to be set up in special areas like the one near Hong Kong and this attracted a lot of foreign investment and jobs into China.* ***Nutshell: Identifies one or more impact*** ***NOTE: Candidates are likely to attempt several impacts but only succeed in one case***	**5–6**
Level 2	Level 2 answers will typically contain description of events that is linked to the issue in the question e.g. *Deng allowed peasants to sell any additional food they produced, and allowed foreign investment to flow into the country.* **Nutshell: Description of events but no impacts identified**	**3–4**
Level 1	Level 1 answers will typically contain general points e.g. *Deng improved poeople's lives in China.* **Nutshell: General points**	**1–2**
Level 0		**0**

7. Study Sources A and B. How similar are these two sources?

Assessment Objectives	AO3 (a): Analyse sources contemporary to the period. [10]
Additional Guidance	Analysis of a single source, no matter how thorough, cannot achieve more than the top mark in Level 2. For Level 3, a reasonable coverage of both sources and a balance between the treatment of sources is expected. No marks must be awarded for demonstration of knowledge and/or understanding in isolation; knowledge and understanding can only be credited where it is clearly and intrinsically linked to analysis of the source. The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.

Levels	**Indicative content**	**Marks**
Level 3 • The response analyses both the sources by using relevant detail from the source content, provenance and historical context to construct a thorough and convincing argument in answer to the question about the sources.	*Please see following page(s)*	**7–10**
Level 2 • The response analyses both the sources by using relevant detail from the source content and provenance or historical context to construct an argument to answer the question about the sources.		**3–6**
Level 1 • The response analyses the sources in a basic way by selecting detail from the source content or provenance and using this to give a simple answer to the question about the source(s).		**1–2**
Level 0 No response or no response worthy of credit.		**0**

7. Study Sources A and B. How similar are these two sources?

Levels	Indicative content	Marks
Level 3	Level 3 answers will typically explain how the sources are similar in content but different in purpose or audience, e.g. *Sources A and B look very similar as both are about ridding China of traditional ways. Source A encourages Chinese people to move away from the 'old world' by destroying its symbols and Source B shows an attack on people 'believing in the Four Olds' and I know that attacking these ways was a key focus of the Cultural Revolution. That said, they are quite different because of whom they were targeted at. Source A was very public, and aimed at the Chinese people. It is encouraging them to follow the example pictured in the source and join in with the Cultural Revolution. Source B, however, was a private order and the military commander was not intending for the public to see or know about it. This explains why it is so brutal, ordering the men to 'wipe out' the families of those believed to be against the Cultural Revolution. The government would not want to draw attention to this, unlike the message in Source A. So, Source A shows the positive public face of the Cultural Revolution, whilst Source B shows the private and violent reality of how much of it was carried out.* ***Nutshell: Similar content, different purpose or audience***	**7–10**
Level 2 •	Level 2 answers will typically compare the message or the attitudes of the two sources e.g. *These sources are very similar because they both show how people should destroy China's traditions. In Source A people are being encouraged to smash up the things that represent China's old ways, and in Source B the soldiers are being ordered to kill people who like those old ways ('the Four Olds').* ***Nutshell: Similar message or attitudes***	**3–6**
Level 1 •	Level 1 answers will typically assert similarity or difference in general terms with limited or no support from sources OR selects similar / different details e.g. *Both sources are from 1967.* OR *One source is about violence towards objects but the other is about violence to people.* *OR* *They are similar because B demands action and in A the worker is taking action.* In this level, answers may focus almost entirely on one of the two sources. **Nutshell: Source types or points of detail compared**	**1–2**
Level 0		**0**

8. 'Between 1950 and 1965, Mao's economic policies were a failure'. How far do you agree?

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

Levels	**Indicative content**	**Marks**
Level 5 • The response has a full explanation and thorough analysis of historical events/periods, which uses relevant second order historical concepts, and is developed to reach a convincing, substantiated conclusion in response to the question. • This is supported by a range of detailed and accurate knowledge and understanding that is fully relevant to the question. • *There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.*	Please see following page(s)	**15–18**
Level 4 • The response has a full explanation and analysis of the historical events/periods, which uses relevant second order historical concepts, and is used to develop a fully supported answer to the question. • This is supported by a range of accurate knowledge and understanding that is fully relevant to the question. • *There is a well-developed line of reasoning which is clear, relevant and logically structured.*		**11–14**
Level 3 • The response has an analysis and explanation of the historical events/period, which uses relevant second order historical concepts, and is used to give a supported answer to the question. • This is supported by accurate knowledge and understanding that is relevant to the question. • *There is a line of reasoning presented which is mostly relevant and which has some structure.*		**7–10**

Levels	Indicative content	Marks
Level 2 • The response has an explanation about the historical events/period, which uses relevant second order historical concepts, and gives an answer to the question set. • This is supported by some knowledge and understanding that is relevant to the question. • *There is a line of reasoning which has some relevance and which is presented with limited structure.*		**4–6**
Level 1 • The response has a basic explanation about the historical events/period in the question, though the specific question may be answered only partially or the answer may be in the form of assertion that is not supported by the preceding explanation. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer. • There is basic knowledge that is relevant to the topic of the question. • *The information is communicated in a basic/unstructured way.*		**1–3**
Level 0 No response or no response worthy of credit.		**0**

8. 'Between 1950 and 1965, Mao's economic policies were a failure'. How far do you agree?

Levels	Indicative content	Marks
Level 5	Level 5 answers will typically construct a balanced answer which uses a range of supporting evidence explicitly to support the argument being made eg *In some ways I disagree with this statement, because some of Mao's economic policies were a success. The first Five Year Plan is a good example of this. Between 1953 and 1957 a great deal of heavy industry was created in China, helped by Russian experts, for example the oil refinery the Soviet Union designed and built at Lanzhou. New factories built away from the old cities helped to increase the production of iron and steel, which allowed a large network of railways to be built across much of China. This can be seen as a success, because iron, steel and oil production all increased by over 200 per cent, modernising China's economy.* *On the other hand, there were also areas where Mao's economic policies can be considered a failure in this period. The Second Five Year Plan – or the 'Great Leap Forward' – damaged the economy more than the First Five Year Plan had improved it. Mao tried to spread industrialisation to the Chinese peasants, who were now organised into communes and so could be controlled more easily. These peasants were encouraged to produce their own steel in 'backyard' blast furnaces, and millions of peasants switched to doing this from producing food. Most of this was done without Russian help, because Mao had fallen out with the Soviet Union's leaders. The Great Leap Forward was a failure, as though millions of tons of steel were produced in the 'backyard' furnaces most of it could not be used because it was of such poor quality, and because there were less peasants in the fields, less food was produced, and this led to famines in China in the early 1960s where millions died of hunger.* *On balance, I think that whilst there were some successes in the early 1950s, the later period saw so much damage caused to the economy that overall the policies should indeed be considered a failure.* ***Nutshell: Balanced argument with two explained points each side; or two explained points on one side and one point on other side*** ***NOTE: 18 marks = 2 explained points on each side, plus a clinching argument*** ***16-17 marks = 2 explained points on each side*** ***15 marks = 2 explained points on one side, and 1 on the other***	**15–18**

Levels	Indicative content	Marks
Level 4	Level 4 answers will typically set out a one-sided argument with supported by at least two valid examples e.g. *The first Five Year Plan shows some of Mao's economic policies were a success, not a failure, so I disagree. Between 1953 and 1957 a lot of heavy industry was created in China. This industry helped to increase the production of iron and steel which allowed railways to be built across much of China. This was a success, because the production of important raw materials like coal and steel was doubled.* *On the other hand, another of Mao's policies was the Great Leap Forward and this was not a success for China. Peasants were taken from the fields and set to work producing steel using very basic methods and without the help from Russia that had made the First Five Year Plan a success. This was a failure because most of the steel that was produced was of poor quality, and famine resulted because the peasants were producing steel not food.* ***Nutshell One sided argument; two explained points of support*** **Alternatively**, Level 4 answers will construct a balanced argument with each side explicitly supported by one example eg *The first Five Year Plan shows some of Mao's economic policies were a success so I disagree. Between 1953 and 1957 a great deal of heavy industry was created in China, helped by Russian experts. New factories built away from the old cities helped to increase the production of iron and steel.* *On the other hand the Great Leap Forward was a failure, as though millions of tons of steel were produced in the 'backyard' furnaces most of it could not be used because it was of such poor quality, and because there were less peasants in the fields, less food was produced, and this led to famines in China in the early 1960s where millions died of hunger.* ***Nutshell: Balanced argument; one explained point on each side***	**11–14**
Level 3	Level 3 answers will typically construct a one-sided argument with support, e.g. *The first Five Year Plan shows some of Mao's economic policies were a success so I disagree. Between 1953 and 1957 a great deal of heavy industry was created in China, helped by Russian experts. New factories built away from the old cities helped to increase the production of iron and steel, which allowed a large network of railways to be built across much of China. This can be seen as a success, because it doubled the production of important raw materials like coal and steel.* ***Nutshell One sided argument; one explained point of support***	**7–10**
Level 2	Level 2 answers will typically identify and describe events relating to the question, e.g. *The Agrarian Reform Law resulted in peasants growing more food.* *Establishing collectives improved food production slightly.* *Asking the Russians for help improved industry.* *The First Five Year Plan increased coal production.* *The Great Leap Forward failed to reach its targets.* *Policies towards peasants caused famine in the 1960s.* **Nutshell: Description of events**	**4–6**

Levels	Indicative content	Marks
Level 1	Level 1 answers will typically make general assertions, e.g. *Mao's economic policies improved some parts of China.* ***Nutshell: General points***	**1–3**
Level 0		**0**

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

High performance ***4–5 marks***	• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
Intermediate performance ***2–3 marks***	• Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
Threshold performance ***1 mark***	• Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
No marks awarded ***0 marks***	• The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

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