

## June 2021 – Morning/Afternoon

### GCSE (9–1) History A (Explaining the Modern World)

#### J410/01 China 1950–1981: The People and the State

**Time allowed: 1 hour**

Sample question paper for 2021 only. To see what adaptations have been made for 2021 please ensure you have referred to the [Your guide to the changes for 2021](#) document.

**You must have:**

- the OCR 12-page Answer Booklet



#### INSTRUCTIONS

- Use black ink.
- Write your answer to each question in the Answer Booklet. The question numbers must be clearly shown.
- Fill in the boxes on the front of the Answer Booklet.
- Answer **all** the questions.

#### INFORMATION

- The total mark for this paper is **50**.
- The marks for each question are shown in brackets [ ].
- Quality of extended response will be assessed in questions marked with an asterisk (\*).
- This document has **4** pages.

#### ADVICE

- Read each question carefully before you start your answer.

## China 1950–1981: The People and the State

Answer **all** the questions

1. Describe **one** example of opposition to Chinese governments between 1950 and 1981. [2]
2. Explain why Mao introduced the Hundred Flowers Campaign in 1956–1957. [10]
3. Explain the impact of Communist policies on the lives of people in Tibet between 1966 and 1976. [10]
4. Study **Sources A** and **B**. How far do the sources agree with each other? [10]

### Source A

Grain scattered on the ground, potato leaves withered  
 Strong young people have left to smelt iron  
 Only children and old women gather in the crops  
 How can they survive the coming year?

**From a poem written by Peng Dehuai, commander of the People’s Liberation Army, 1959.**

### Source B



**A Chinese poster from 1959. The writing says “Smelt a lot of good steel and accelerate Socialist production”.**

- 5.\* ‘The reason why Deng Xiaoping’s government made many changes in China between 1976 and 1981 was to improve the lives of the people.’  
 How far do you agree?

[18]

**END OF QUESTION PAPER**

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Copyright Information:

Interpretation A: Adapted from Winston S. Churchill, *The Second World War: The Gathering Storm: Volume I*, Orion UK, 1948.

Interpretation B: Adapted from John Lewis Gaddis, *We now know: Rethinking Cold War History*, Clarendon Press UK, 1998.

Source A: From a poem written by Peng Dehuai, commander of the People's Liberation Army, 1959.

Source B: A Chinese poster, "Smelt a lot of good steel and accelerate Socialist production", 1959.

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**June 2021**

**GCSE (9–1) History A (Explaining the Modern World)**

**J410/01 China 1950–1981: The People and the State**

**SAMPLE MARK SCHEME**

**Duration: 1 hour**

**MAXIMUM MARK 50**

**MARKING INSTRUCTIONS****PREPARATION FOR MARKING****RM ASSESSOR**

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

**MARKING**

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

**Rubric Error Responses – Optional Questions**

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

**Contradictory Responses**

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

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

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

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

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

**Longer Answer Questions** (requiring a developed response)

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

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:

- there is nothing written in the answer space

Award Zero '0' if:

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

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

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

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

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

10. For answers marked by levels of response:

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

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level

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

11. Annotations

Annotation	Meaning

## 1. Subject-specific Marking Instructions

### INTRODUCTION

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

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

You should ensure that you have copies of these materials.

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

### INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of seemingly prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

### China 1950–1981: The People and the State

1. Describe **one** example of opposition to Chinese governments between 1950 and 1981.

<b>Assessment Objectives</b>	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [2]
<b>Additional Guidance</b>	<p>First mark for identification of opposition + second mark for descriptive detail for each response.</p> <p>Note that a maximum of 1 mark can be given for correct identification of opposition, even if more than one example of opposition is identified.</p> <p>All content is indicative only and any other correct examples of opposition to Chinese government between 1950 and 1981 should also be credited.</p>

Levels	Indicative content	Marks
N/A  Points marking	<ul style="list-style-type: none"> <li>• One example of opposition to Chinese governments was the 1959 Tibetan Rebellion. This was an armed uprising in Tibet against Chinese rule and the threat of arrest of the Dalai Lama.</li>   <li>• An example of opposition to the Chinese government in this period was the manifesto 'Fifth Modernisation' by Wei Jingsheng. This proposed the introduction of democracy into China.</li> </ul>	<b>2</b>

2. Explain why Mao introduced the Hundred Flowers Campaign in 1956–1957.

<b>Assessment Objectives</b>	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]
<b>Additional Guidance</b>	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.

<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>
<b>Level 5</b> <ul style="list-style-type: none"> <li>Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question.</li> <li>This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 5 answers will typically contain a range of more detailed description and fuller explanation that is directly relevant to the question e.g.</p> <p><i>The five year plan, whilst creating strong national economic growth, did not have a positive impact on many Chinese people. The rise in industrial production led to increased urbanisation. By 1956, the number of people living in cities had almost doubled from before the communist takeover, and there were shortages of food, housing and consumer goods. There was public dissent about these living conditions, though they were rarely given voice. Mao was never completely happy with the lack of peasant involvement in the five year plan and encouraged open commentary and debate that would encourage socialist ideas creating a stronger state. He also believed that people would come to realisation that socialism was superior to capitalism. Mao had also observed the Khrushchev-led attack on Stalin's severely restrictive policies in the Soviet Union, and the 1956 Hungarian Revolution and feared that a similar political backlash might occur in China against the restrictive policies of the Communist government.</i></p>	<b>9–10</b>
<b>Level 4</b> <ul style="list-style-type: none"> <li>Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question.</li> <li>This is used to develop a full explanation and analysis, using second order historical concepts, of</li> </ul>	<p>Level 4 answers will typically contain a range of description and explanation that is directly relevant to the question e.g.</p> <p><i>Mao felt that, under his leadership, China had recovered from the ravages of wars, improved communications, brought inflation under control and established a more healthy economy. Mao hoped for some praise and re-assurance that the people supported his measures.</i></p>	<b>7–8</b>

the issue in the question.		
<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>• Response demonstrates accurate knowledge and understanding that is relevant to the question.</li> <li>• This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 3 answers will typically contain description with explanation that is directly relevant to the issue in the question e.g.</p> <p><i>Mao felt that, under his leadership, China had recovered from the ravages of wars, improved communications, brought inflation under control and established a more healthy economy. Mao hoped for some praise and re-assurance that the people supported his measures.</i></p>	<b>5–6</b>
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>• Response demonstrates some knowledge and understanding that is relevant to the question.</li> <li>• This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 2 answers will typically contain description of events that is linked to the issue in the question e.g.</p> <p><i>Mao wanted an opportunity for free discussion and criticism of the government in order to assess the work of the Party cadres.</i></p>	<b>3–4</b>
<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>• Response demonstrates basic knowledge that is relevant to the topic of the question.</li> <li>• 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.</li> </ul>	<p>Level 1 answers will typically contain general points e.g.</p> <p><i>Because it was needed for the further development and progress of Chinese government and society.</i></p> <p>OR</p> <p><i>Mao wanted praise for progress made.</i></p>	<b>1–2</b>
<p><b>Level 0</b></p> <p>No response or no response worthy of credit.</p>		<b>0</b>

3. Explain the impact of Communist policies on the lives of people in Tibet between 1966 and 1976.

<b>Assessment Objectives</b>	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]
<b>Additional Guidance</b>	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.

<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>
<b>Level 5</b> <ul style="list-style-type: none"> <li>Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question.</li> <li>This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 5 answers will typically identify the impact of at least two policies and explain them fully, e.g.</p> <p><i>One impact of Communist policies in Tibet was to damage the traditional Tibetan way of life. During the Cultural Revolution it was harder for Tibetans to follow their old beliefs, as religious books were banned as 'poisonous weeds'. Schools run by monks were replaced with schools run by the government and Tibetan prayer flags were not allowed. This had a significant impact on people's lives as their traditional religious beliefs were being undermined by Communist policies.</i></p> <p><i>Another impact Communist policies had was increasing violence and terror. Tibet was placed under stricter Communist control in this period and the Chinese government clamped down hard on opposition. Chinese Red Guards also attacked important Buddhist buildings, destroying the Ganden monastery and driving people out of the Jokhang temple. Those who opposed the government were often imprisoned in laogai prison camps. This had a significant impact as it meant that many people lived their lives in fear of the government and the Red Guards</i></p>	<b>9–10</b>
<b>Level 4</b> <ul style="list-style-type: none"> <li>Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question.</li> <li>This is used to develop a full explanation and analysis, using second order historical concepts, of</li> </ul>	<p>Level 4 answers will typically identify the impact of one policy and explain it fully, e.g.</p> <p><i>One impact Communist policies had in Tibet was to damage the traditional Tibetan way of life. During the Cultural Revolution it was harder for Tibetans to follow their old beliefs, as religious books were banned as 'poisonous weeds'. Chinese Red Guards also attacked important Buddhist buildings, destroying the Ganden monastery and driving people out of the Jokhang temple. This had a significant impact on people's lives as their traditional</i></p>	<b>7–8</b>

the issue in the question.	<i>religious beliefs were being undermined by Communist policies.</i>	
<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>Response demonstrates accurate knowledge and understanding that is relevant to the question.</li> <li>This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 3 answers will typically identify and describe the impact of one policy, e.g.</p> <p><i>Chinese government policies to weaken Buddhism in Tibet had a significant impact on the people. Thousands of monasteries were destroyed or forced to close, and public acts of worship were banned. One of the biggest monasteries in Tibet – Ganden – was turned into a ruin.</i></p>	<b>5–6</b>
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>Response demonstrates some knowledge and understanding that is relevant to the question.</li> <li>This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 2 answers will typically contain description of events that is linked to the issue in the question e.g.</p> <p><i>Terror and the use of Red Guards had a significant impact on the people, as did the government’s policy of weakening religion.</i></p>	<b>3–4</b>
<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>Response demonstrates basic knowledge that is relevant to the topic of the question.</li> <li>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.</li> </ul>	<p>Level 1 answers will typically contain general points, e.g.</p> <p><i>Tibet was not a very nice place to live between 1966 and 1976 because of government policies.</i></p>	<b>1–2</b>
<p><b>Level 0</b></p> <p>No response or no response worthy of credit.</p>		<b>0</b>

## 4. Study Sources A and B. How far do the sources agree with each other?

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

Levels	Indicative content	Marks
<b>Level 3</b> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Level 3 answers will typically explain how the sources are similar in content but different in purpose e.g.</p> <p><i>The sources are more different than they are similar.</i></p> <p><i>They agree that the young people are smelting iron and steel. Source A says so directly and Source B shows a young person with a railway line made from steel and factories in the background. They both originate from officials, one is the PLA commander, working under Mao and the poster is official propaganda.</i></p> <p><i>However, they have different purposes. The aim of Source B is to get young people to work in the production of iron and steel. The source is from the early stages of The Great Leap Forward (1958–1961). At this time Mao was trying to develop China's industries and he encouraged workers to move away from farming and make iron and steel to build China's industries. We can see that the poster is appealing to young Chinese people and is glorifying steel production.</i></p> <p>Towards the bottom of the level, answers will typically argue similarity and difference based on the attitude or message of each source. Contextual knowledge is used to support their argument.</p>	<b>7–10</b>
<b>Level 2</b> <ul style="list-style-type: none"> <li>Response analyses both the sources by using</li> </ul>	<p>Level 2 answers will typically argue similarity and difference using matching or contrasting details from the sources or provenance e.g.</p>	<b>3–6</b>

<p>relevant detail from the source content and provenance or historical context to construct an argument to answer the question about the sources.</p>	<p><i>Sources A and B are similar because they both agree that China is making a lot of iron. Source A says the young people have gone to make iron and in the poster we can see an enthusiastic young iron worker.</i></p> <p>Towards the bottom of the level, answers will typically argue similarity or difference based on general comments about provenance or generalised summary of source.</p>	
<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>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).</li> </ul>	<p>Level 1 answers will typically assert similarity or difference in general terms with limited or no support from sources e.g.</p> <p><i>Both sources are about iron production.</i></p> <p>OR</p> <p><i>One source is a poem by an army commander; the other is a government propaganda poster.</i></p> <p>In this level, answers may focus almost entirely on one of the two sources.</p>	<b>1–2</b>
<p><b>Level 0</b> No response or no response worthy of credit.</p>		<b>0</b>

5. 'The reason why Deng Xiaoping's government made many changes in China between 1976 and 1981 was to improve the lives of the people.' How far do you agree?

<b>Assessment Objectives</b>	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]
<b>Additional Guidance</b>	<p>Level 4 and above should consider 'how far' (both sides of argument).</p> <p>At Level 5, responses should address the reason why Deng Xiaoping's government made changed was to improve the lives of the people, based on a nuanced argument considering a range of possible reasons, with a conclusion.</p> <p>The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.</p> <p>The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.</p> <p>No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.</p>

<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>
<p><b>Level 5</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>This is supported by a range of detailed and accurate knowledge and understanding that is fully relevant to the question.</li> <li><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></li> </ul>	<p>Level 5 answers will typically construct a well-supported argument which reaches a valid conclusion e.g.</p> <p><i>As Level 4, for example, Deng's 'Let some get rich first' and the trickle down expectation which links economic progress with improving the lives of the people.</i></p> <p><i>With a conclusion that the changes made in China were done to improve the lives of the people.</i></p> <p>OR</p> <p><i>A conclusion which challenges the premise and argues they were due to other factors, like economic or technological growth.</i></p>	<b>15–18</b>
<p><b>Level 4</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>This is supported by a range of accurate knowledge and understanding that is fully relevant to the question.</li> </ul>	<p>Level 4 answers will typically construct a well-supported argument explaining 'how far', e.g.</p> <p><i>Policies towards farmers to make profit and invest in local businesses.</i></p> <p><i>Elevated the role of intellectuals and opened up post-secondary education by reintroducing University Entrance exam.</i></p> <p><i>Economic reforms were 'bottom up'.</i></p>	<b>11–14</b>

<ul style="list-style-type: none"> <li>• <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></li> </ul>	<p><i>The four modernisations aimed at making China an economic and technological power.</i></p>	
<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• This is supported by accurate knowledge and understanding that is relevant to the question.</li> <li>• <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></li> </ul>	<p>Level 3 answers will typically construct a supported argument, e.g.</p> <p><i>Deng Xiaoping's government aimed to improve the lives of the people by providing better access to post-secondary education through the restoration of the University Entrance Exam. He re-established the ministry of Justice and promoted law schools in the hope that more lawyers would help give people more protection. People living on communal lands were permitted to farm collectively or farm individually. There was a greater emphasis on peasant initiative and incentives and encouraged to make as much profit as they could and to invest in any kind of local business. People were encouraged to grow what suited them and to trade as they pleased which greatly improved the lives of people in China.</i></p>	<b>7–10</b>
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• This is supported by some knowledge and understanding that is relevant to the question.</li> <li>• <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></li> </ul>	<p>Level 2 answers will typically identify reason(s) for changes made e.g.</p> <p><i>Farmers were encouraged to make as much profit as they could and to invest it in local businesses.</i></p>	<b>4–6</b>
<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• There is basic knowledge that is relevant to the topic of the question.</li> <li>• <i>The information is communicated in a basic/unstructured way.</i></li> </ul>	<p>Level 1 answers will typically demonstrate simple knowledge of Deng's reforms or how lives improved e.g.</p> <p><i>He introduced economic reforms.</i></p> <p>OR</p> <p><i>He gave farmers more choice over what they could grow.</i></p>	<b>1–3</b>
<p><b>Level 0</b></p> <p>No response or no response worthy of credit.</p>		<b>0</b>

## Assessment Objectives (AO) grid

Question	AO1	AO2	AO3	AO4	Marks
1	2				2
2	5	5			10
3	5	5			10
4			10		10
5	12	6			18
<b>Total</b>	<b>24</b>	<b>16</b>	<b>10</b>		<b>50</b>