

GCSE

History A (Explaining the Modern World)

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

General Certificate of Secondary Education

Mark Scheme for June 2024

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

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

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

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

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **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:
- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following:

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

11. Annotations

<i>Stamp</i>	<i>Ref No.</i>	<i>Annotation Name</i>	<i>Description</i>
	311	Tick 1	Level 1
	321	Tick 2	Level 2
	331	Tick 3	Level 3
	341	Tick 4	Level 4
	441	Tick 5	Level 5
	811	SEEN	Noted but no credit given
	501	NAQ	Not answered question
	1371	H Wavy Line	Incorrect/muddled/unclear
	1681	BP	Blank page
	151	Highlight	Part of the response which is rewardable (at one of the levels on the MS)
	11	Tick	Tick

12. Subject-specific Marking Instructions

INTRODUCTION

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

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

You should ensure that you have copies of these materials.

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

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

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

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

High performance 4–5 marks	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
Intermediate performance 2–3 marks	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
Threshold performance 1 mark	<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
No marks awarded 0 marks	<ul style="list-style-type: none"> • The learner'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

N.B. where NR is recorded for lack of response, SPaG for that question should also be NR, not 0.

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

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

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

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

International Relations: the changing international order 1918–1975

1. Outline the main disagreements between the leaders of the Allied powers at the Yalta and/or Potsdam conference(s).

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 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.	Level 3 answers will typically develop in detail one or more examples of disagreements e.g. <i>The Allied leaders disagreed about what to do with Germany after the war. Although they agreed to divide Germany into 4 zones Stalin wanted to cripple Germany economically, but Truman wanted to be less harsh, not wanting to repeat the mistakes of Versailles.</i> <i>They also disagreed about Soviet plans for Eastern Europe. Stalin wanted pro-Soviet governments as a buffer, but Truman thought this showed the USSR was planning a Soviet empire and didn't want to accept this.</i> Nutshell: Develops ONE OR MORE identifications/examples of disagreement Development is most likely to involve the reasons for their disagreement and/or the view of each side. Award 4 marks if only one disagreement is included.	4–5
Level 2 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.	Level 2 answers will identify one or more specific disagreements e.g. <i>They disagreed about what to do with Poland's borders. (Yalta)</i> <i>They could not agree on reparations Germany should pay. (Potsdam)</i> <i>They could not agree on how much Germany should be crippled. (Potsdam)</i> <i>There was unease and difficulties over the nature of Stalin's sphere of influence. (Potsdam)</i> Nutshell: Identifies one or more specific disagreements. NB 2 marks for one example, 3 marks for 2+. NB Atomic bomb/invasion of Japan cannot be developed into L2 as they were not disagreements	2–3
Level 1 Response includes some knowledge that is relevant to the question.	Level 1 answers will typically outline facts about the conferences without focus on the topics of disagreement or they will respond very generally e.g. <ul style="list-style-type: none"> <i>They met before the war had finished.</i> <i>They had different political views, capitalist and communist.</i> <i>They disagreed about what to do about Germany/ Poland</i> <i>The leaders were the USSR, the US and Britain.</i> <i>They discussed how to end the war.</i> <i>There was tension about the atomic bomb/invasion of Japan</i> Nutshell: Knowledge about conferences NB: If the answer is about Versailles/Munich then no marks should be awarded.	1

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

2. Explain why Germany was unhappy with the terms of the Treaty of Versailles.

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 Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question.	Level 5 answers will typically identify two reasons for Germany's unhappiness and explain them e.g. <i>One reason that Germany was unhappy was because of having to take the blame for the war which meant they would also have to pay for the damage caused by the war and pay high reparations. They were told they had to pay £6.6 billion in reparations, but they said they couldn't afford to pay that. Their economy was already in trouble because of all they had spent on the war, and they feared that the reparations would cripple them.</i> <i>Another reason was the amount of land that the Treaty took from Germany. The Treaty took 10% of its land including Alsace Lorraine. Land was given to France, Denmark and to the new country of Poland. This meant Germany would lose coal fields and agricultural land which would have a terrible effect on its economy.</i> Nutshell: Explains TWO reasons.	9–10
Level 4 Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question.	Level 4 answers will typically identify one reason for Germany's unhappiness and explain it. <i>One reason that Germany was unhappy was with the level of reparations they were forced to pay. They were told they had to pay £6.6 billion in reparations, but they said they couldn't afford to pay that. Their economy was already in trouble (7) because of all they had spent on the war. They feared that the reparations would cripple them. (8)</i> Nutshell: Explains ONE reason (they thought this was unfair because.....)	7–8
Level 3 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.	Level 3 answers will typically identify and describe terms imposed on Germany , but will not explain why Germany was unhappy about each e.g. <i>One reason that Germany was unhappy was with the level of reparations they were forced to pay. They were told they had to pay £6.6 billion in reparations, but they said they couldn't afford to pay that. (6)</i> <i>Germany was unhappy because of having to take the blame for the war. This was Article 231, the War Guilt clause which they thought was unfair.</i>	5–6

Levels	Indicative content	Marks
	<p><i>Germany was unhappy that they were only allowed 100,000 men in their army and only 6 ships but no tanks or air force which seemed really harsh.</i></p> <p><i>Germany was unhappy with all the land they lost at home and abroad. They lost Alsace Lorraine and land to Poland, and they lost South West Africa and Togoland.</i></p> <p><i>They were unhappy at losing important industrial areas like Upper Silesia, the Saar and Alsace Lorraine, which meant they lost coalfields and resources.</i></p> <p><i>They were unhappy that Germany was split into two by losing the Polish corridor (West Prussia). (5)</i></p> <p><i>They called the Treaty a diktat as they had no say and hated it for this reason.</i></p> <p>Nutshell: Identify and describe terms (in detail without explaining why Germany was unhappy).</p>	
<p>Level 2 Response demonstrates some knowledge and understanding that is relevant to the question. This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.</p>	<p>Level 2 answers will typically contain description of events linked to the Treaty of Versailles e.g.</p> <p><i>The Treaty of Versailles was signed on June 1919. It was made by the Big Three leaders of the USA, Britain and France. They wanted to make sure that Germany could not start another war in the future.</i></p> <p><u>OR Alternative Level 2: Identifies reasons/terms of Treaty with no further development</u> e.g.</p> <p><i>The Treaty made them accept War Guilt.</i></p> <p><i>The Treaty made them pay reparations.</i></p> <p><i>They called it a diktat.</i></p> <p><i>They lost Alsace Lorraine.</i></p> <p><i>Their army was reduced to 100,000.</i></p> <p>Nutshell: Identified cause of tension. 1 mark for each.</p>	3–4
<p>Level 1 Response demonstrates basic knowledge that is relevant to the topic of the question. There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.</p>	<p>Level 1 answers will typically assert general reasons without being specific e.g.</p> <p><i>The Treaty took away land.</i></p> <p><i>It took resources.</i></p> <p><i>They had to pay.</i></p> <p><i>They lost their army.</i></p> <p><i>They said it was unfair. They were struggling.</i></p> <p>Nutshell: General reasons</p>	1–2
<p>Level 0 No response or no response worthy of credit.</p>		0

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

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



Levels	Indicative content	Marks
Level 5 <ul style="list-style-type: none"> The response has a full and thoroughly developed analysis and evaluation of the given interpretation and of other interpretations studied in order to make a convincing and substantiated judgement of the interpretations in the context of historical events studied to answer the question. The response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. 	<p>Level 5 answers will typically argue that Interpretation A is fair/unfair supported by developed use of two other interpretations</p> <p>OR developed use of one other interpretation and evaluation of Interpretation A based on the context of A e.g.</p> <p><i>In this Interpretation Thomson is criticising the policy of appeasement. He says it was built on a 'completely mistaken belief' that Hitler's aims were limited, and says Chamberlain believed Hitler had 'legitimate grievances'. Historians from the 1980s and 90s who put Chamberlain 'back on trial' would agree with this and see it as fair. They thought Chamberlain made a big mistake, believing that he failed to understand Hitler and arrogantly assumed he could do a deal with him and stop aggression. Thomson's view supports this when he says 'His basic mistake was to think that someone as fanatical as Hitler had only limited aims' so they would say the interpretation is fair. [18]</i></p> <p><i>However, this is not really a fair comment. Revisionist historians from the 1960s would not accept the idea he made a mistake. Revisionists argued that Chamberlain did the best he could in the situation. They'd say he couldn't oppose Hitler because he was limited by Britain's poor financial situation and limited armed forces, not because he thought Germany had had a 'raw deal'. Britain was worried that it would not be strong enough to fight Germany and possibly Italy and Japan if they joined in to help their ally, so Chamberlain was forced to appease and buy time to prepare the military. [23]</i></p> <p>[Answers may refer to modern historians as counter-revisionists or post-revisionists, and those in the 1940s and 1950s as orthodox – this is not a requirement but should be credited. Also, answers may refer to historians by name; this is not a requirement but should be credited]</p> <p>Nutshell: Developed use of 2 other interpretations to support/challenge Interpretation A OR one other interpretation and an evaluation of A based on the context.</p> <p>NB: Answers at this level can be one-sided or balanced.</p> <p>NB: For L5 candidates need to make clear which aspect(s) of Interpretation A they believe to be fair/unfair.</p>	21–25
Level 4 <ul style="list-style-type: none"> The response has a developed analysis and evaluation of the given interpretation and of other interpretations studied in order to make a fully supported judgement of the interpretations in the context of historical events studied to answer the question. The response demonstrates a range of accurate knowledge and 	<p>Level 4 answers will typically argue that Interpretation A is fair/unfair supported by developed use of one other interpretation or evaluation of the context of Interpretation A e.g.</p> <p><i>This is a fair comment. Thomson is criticising the policy of appeasement. He says it was built on a 'completely mistaken belief' that Hitler's aims were limited, and says Chamberlain believed Hitler had 'legitimate grievances'. Thomson was writing in the 1950s, by which time opinions had softened on Chamberlain compared to the massive criticism he received from Cato in the early 1940s. The interpretation is still criticising him, but the prevailing mood was set by Churchill in his 1950s book The Gathering Storm which blamed the policy and not the man. [18]</i></p> <p><i>People were no longer in the grip of a war they might lose (as Cato had been) and many felt that Chamberlain had made a mistake with appeasement like Thomson says, but that Chamberlain had good intentions. [20] (eval)</i></p> <p>OR</p>	16–20




Levels	Indicative content	Marks
understanding that is fully relevant to the question.	<p><i>Thomson is writing in 1957 and says Chamberlain misjudges Hitler. I think this is unfair because revisionist historians like Taylor would disagree with this as they said Chamberlain had few options and Hitler was unpredictable. Revisionists explained that Chamberlain was under pressure from the Treasury and Imperial office who believed Britain couldn't afford war yet and didn't have imperial support for it. This meant that appeasement was a necessity not a 'misjudgement' and guided by British needs and not German grievances.</i></p> <p>Nutshell: Developed use of ONE interpretation or evaluation of context of A to support / challenge Interpretation A. NB: For L4 candidates need to make clear which aspect(s) of Interpretation A they believe to be fair/unfair.</p>	
<p>Level 3</p> <ul style="list-style-type: none"> The response has some analysis and evaluation of the given interpretation and of other interpretations studied, and uses this to make a partially supported judgement of the interpretations in the context of historical events studied to answer the question. The response demonstrates accurate knowledge and understanding that is relevant to the question. 	<p>Level 3 answers will typically be based on a valid argument about fairness and support this with relevant factual knowledge</p> <p><i>The comment is fair because it's true that Chamberlain and his government thought they could stop Hitler if they gave into some of his demands. That's what Thomson says, that Chamberlain thought Hitler had legitimate demands and would 'settle down' once he achieved them. Chamberlain chose not to help the Czechs defend the Sudetenland, and instead, agreed Hitler could have the territory. But, they were giving Hitler important industrial and military land so Chamberlain actually made it so Germany was strong enough to ask for more. If Chamberlain had stood up to him earlier, war might have been avoided</i> OR</p> <p>OR Level 3 answers will be based on a valid argument about fairness and support this with undeveloped references to other interpretations to judge fairness or a slightly developed reference which doesn't explain how it shows fairness or unfairness e.g.</p> <p><i>Thomson is writing in 1957 and he is critical of Chamberlain and appeasement. This is fair because orthodox historians like Churchill would agree with this as they were also critical of appeasement and said Chamberlain had made a mistake. (13)</i></p> <p><i>Thomson is writing in 1957 and says Chamberlain misjudges Hitler. I think this is unfair because revisionist historians like Taylor would disagree with this as they said Chamberlain had few options and Hitler was unpredictable. (13)</i></p> <p><i>Thomson says appeasement is a bad idea. This is fair because orthodox historians would agree. (11)</i></p> <p>Nutshell: Valid argument based on relevant factual knowledge OR valid but undeveloped use of interpretation(s) NB: For L3 candidates need to make clear which aspect(s) of Interpretation A they believe to be fair/unfair.</p>	11–15
<p>Level 2</p> <ul style="list-style-type: none"> The response has some analysis and evaluation of the given interpretation and limited evaluation of other interpretations studied, and links this to a judgement of the given interpretation in the context of historical events studied to answer the question. The response demonstrates some knowledge and understanding that is relevant to the question. 	<p>Level 2 answers will typically correctly describe relevant interpretations without a valid argument on the question of fairness e.g.</p> <p>Fails to tell us what A believes <i>The revisionist view would say this is unfair. They argued that Britain was not ready for war and did not have a strong enough military.</i></p> <p>OR No fairness <i>Thomson's view is from the 1950s and he criticises appeasement. One interpretation about appeasement is from 'The Guilty Men' which says that Chamberlain was cowardly. The revisionists said that he couldn't be blamed for not understanding what Hitler wanted.</i></p> <p>Nutshell: No or misunderstood A - but shows knowledge of interpretations but may fail to address question of fairness validly.</p>	6–10
<p>Level 1</p> <ul style="list-style-type: none"> The response has a basic analysis of the given interpretation and evaluates it in 	<p>Level 1 answers will typically demonstrate understanding of Interpretation A and/OR offer undeveloped/unsupported assertions about fairness e.g.</p> <p><i>Thompson thinks that appeasement was a bad idea. He thinks Chamberlain was mistaken about Hitler.</i></p>	1–5

Levels	Indicative content	Marks
<p>terms of the question. Other interpretations may be mentioned but there is no analysis or evaluation of them.</p> <ul style="list-style-type: none"> The response demonstrates basic knowledge that is relevant to the topic of the question. 	<p><i>The Interpretation is right. He says Chamberlain was mistaken. I agree.</i> <i>This is harsh. Lots of other historians disagree and think he had no choice.</i></p> <p>Nutshell: Shows understanding of A/unsupported assertions about fairness.</p>	
<p>Level 0 No response or no response worthy of credit.</p>		0

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

Assessment Objectives	AO4 (a, b and c): Analyse individual interpretations and how and why interpretations differ. [10] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5] AO2: Explain and analyse historical events and periods studied using second order historical concepts. [5]
Additional Guidance	The 'Indicative content' is an example of historically valid content; other historically valid content is acceptable and should be credited in line with 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 5 <ul style="list-style-type: none"> The response analyses the given interpretation, and compares and contrasts a range of aspects of the given interpretation with aspects of other interpretations studied, to produce a thorough, detailed analysis of how the interpretations differ. There is a fully supported and convincing analysis of why the given interpretation and other interpretations differ, explained in terms of when the interpretations were created and their place within the wider historical debate. Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question. 	<p>Level 5 answers will typically provide developed explanations of how historian(s) or commentator(s) from two periods have disagreed with particular aspect(s) of Interpretation B and explain why at least one historian/commentator disagrees, e.g.</p> <p><i>It is true that not all historians would agree with Interpretation B. Nekrasov is saying that the USA was responsible for the Cold War because of an aggressive American policy of using NATO to threaten the USSR.</i></p> <p><i>In the 1940s and up to the early 1960s most US historians would not agree as they blamed the Soviet Union, not the USA. They criticised Stalin for keeping troops in Eastern European countries after liberating them and trying to spread communist ideas across the world. [How] However, most of these commentators were heavily influenced by anti-Soviet propaganda and worries about the Red Scare which were very strong in the 1950s. They would be unlikely to consider any explanations for the Cold War unless it blamed Russia. [Why] (13)</i></p> <p><i>Some (post/counter revisionist) historians writing in the 1990s and after would disagree because they believe that both the USSR and USA were equally to blame, because they couldn't understand each other's actions. They would say that the USA thought the USSR was stronger than it was and so overreacted, which made the USSR overreact in return. [How] (19) These historians were writing at a time when the Cold War was thawing in the 1970s and there was an attempt for the two sides to try to understand each other more. The approach of these historians reflected this. (Why) [20 marks]</i></p> <p>Nutshell: Valid explanation of how views from two periods disagree, and explanation as to why views from one period disagrees: H+H+W NOTE For L5 they need to make clear which aspect(s) of Interpretation B are contradicted / supported</p>	17–20 
Level 4 <ul style="list-style-type: none"> The response analyses the given interpretation, and compares and contrasts some aspects of the given interpretation with aspects of other interpretations studied, to produce an analysis of how the interpretations differ. There is a supported analysis of why the given interpretation and other interpretations differ, explained in terms of when the interpretations were created and their place within the wider historical debate. Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question. 	<p>Level 4 answers will explain how or why historians from two different periods agree or disagree with particular aspect(s) of interpretation B. OR will explain how and why historians from the same period agree or disagree, e.g.</p> <p><i>It is true that not all historians would agree with Interpretation B. Nekrasov is saying that the USA were responsible for the Cold War because of an aggressive American policy of using NATO to threaten the USSR. In the 1940s and up to the early 1960s most US historians blamed the Soviet Union, not the USA. They criticised Stalin for keeping Soviet troops in Eastern European countries after liberating them and trying to spread communist ideas across the world. These historians were very critical of the Soviets and saw the US as liberators. (How)</i></p> <p><i>Some historians writing since the end of the Cold War would also disagree. Since the Soviet archives were opened and lots more sources became available, a number of historians used this new evidence to blame Stalin in particular for causing the Cold War. Communism had been defeated and commentators in the USA described it as a victory over the 'evil empire' they had been fighting. Some historians in the early 1990s seem to have been influenced by this attitude. They used the evidence in the Soviet archives to justify blaming Russia again. (Why) [15 marks]</i></p> <p>Nutshell: 2H different periods or 2W different periods or H+W same period or H+W different periods</p>	13–16 

Levels	Indicative content	Marks
	NOTE for L4 candds need to make clear which aspect(s) of Interpretation B are contradicted / supported.	
Level 3 <ul style="list-style-type: none"> The response analyses the given interpretation, and compares and contrasts a few aspects of the given interpretation with aspects of other interpretations studied, to produce a partial analysis of how the interpretations differ. There is some analysis of why the given interpretation and other interpretations differ, explained in terms of when the interpretations were created and their place within the wider historical debate. Response demonstrates accurate knowledge and understanding that is relevant to the question. This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question. 	<p>Level 3 answers will typically explain how historian(s) and commentator(s) from one period agree or disagree with particular aspect(s) of Interpretation B OR will explain valid reasons why historian(s) from one period agree or disagree e.g.</p> <p><i>It is true that not all historians would agree with Interpretation B. Nekrasov is saying that the USA was to blame because it was preparing for war against the USSR. But during the 1940s and 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 which is why they helped communist leaders in Eastern Europe, Korea and North Vietnam. [How] 10 marks</i></p> <p>OR</p> <p><i>Some historians would disagree with Nekrasov as he is blaming the US for causing the Cold War. When the Soviet archives were opened after 1990 more sources became available. This gave historians new evidence to blame Stalin for causing the Cold War, as his personality was so paranoid and suspicious he created many of the problems. [11 marks]</i></p> <p>Nutshell: Explains how or why historian(s) from one period agrees or disagrees (H or W). NOTE For L3 candidates need to make clear which aspect(s) of Interpretation B are contradicted / supported</p>	9–12 
Level 2 <ul style="list-style-type: none"> The response analyses the given interpretation, and compares and contrasts a few aspects of the given interpretation with aspects of at least one other interpretation studied, to show how the interpretations differ. There is a basic explanation of why the given interpretation and the other interpretation(s) differ, explained in terms of when the interpretations were created and their place within the wider historical debate. Response demonstrates some knowledge and understanding that is relevant to the question. This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question. 	<p>Level 2 answers will typically identify historian(s) who have agreed OR disagreed with Interpretation B but fail to explain how or why they agree/disagree OR will provide a chronological overview of the historiography but not examine interpretation B, or misunderstand it, e.g.</p> <p><i>Not all historians would agree with Interpretation B about America being to blame. US historians of the late 1940s would have disagreed. [6 marks]</i></p> <p><i>Actually, not all historians would have disagreed. Many historians in the USA in the 1960s would have agreed as they also blamed the USA. [6 marks]</i></p> <p>OR <i>Historians in the 1940s in the USA blamed the Soviets. In the 1960s revisionist historians blamed the USA. Post revisionists blamed both sides. [6 marks]</i></p> <p>Nutshell: Identifies historians / schools of thought / periods but fails to address Interpretation B correctly</p> <p>NOTE: The term 'many historians' or similar expressions is usually not sufficient for L2 as its too unspecific- time period, school of thought or a named historian needed UNLESS it is clear from what the candidate says that that they are describing a specific school of thought. If the candidate correctly describes a school of thought but mislabels/offers an incorrect time period then this level is possible if the description is strong enough, although a lower mark within the level would be more likely.</p>	5–8 
Level 1 <ul style="list-style-type: none"> The response compares the candidate's own knowledge and understanding to the interpretation, or uses knowledge and understanding of the time in which it was created, to analyse the given interpretation. There is no consideration or no relevant consideration of any other interpretations. 	<p>Level 1 answers will typically make general assertions about Interpretation B or give their own critique of it e.g.</p> <p><i>Some people would disagree with Interpretation B because Russia was more to blame than the USA.</i></p> <p><i>Not all historians would agree because lots were really critical of the Russians and said it was their fault.</i></p> <p><i>I think the USA was at fault because they dropped the Atom bomb to scare the Russians.</i></p> <p>Nutshell: General assertions/own critique</p>	1–4 

Levels	Indicative content	Marks
<ul style="list-style-type: none"> Response demonstrates basic knowledge that is relevant to the topic of the question. There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer. 	NOTE: Award at this level if candidates give their own critique of B (i.e. not the views of other historians). This may well be phrased as 'other historians' but is in fact the candidate's own view using contextual knowledge.	
Level 0 No response or no response worthy of credit.		0

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

5. Describe one way in which Dazhai Commune was used by the Chinese government between 1966 and 1976.

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [2]
Additional Guidance	All content is indicative only and any other correct examples should also be credited. 2 eggs or one egg explained = 2 marks.

Levels	Indicative content	Marks
N/A Points marking	<ul style="list-style-type: none"> As propaganda to spread communist ideology [1]. To promote the commune system [1]. The community rebuilt their terraces quickly after massive floods and made them hugely productive [+1]. One way was as an example to inspire other farmers across China [1]. It was part of a campaign called ‘Learn From Dazhai’ [+1] and the commune’s leader Chen Yonggui was held up as a national example of a hard working peasant [+1]. Another way was to hold them up as model citizens and encourage imitation of them [1]. People were encouraged to visit Dazhai during the Cultural Revolution [+1] and government propaganda told the Chinese people that the people at Dazhai were model citizens, [+1] and showed them in posters reading Mao’s ‘Little Red Book’ during their breaks [+1]. Thousands visited the commune every day [+1]. 	2

6. Explain the impact of the Cultural Revolution on the Chinese people between 1966 and 1976.

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

Levels	Indicative content	Marks
Level 5 <ul style="list-style-type: none"> Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question. 	<p>Level 5 answers will typically identify two or more impacts of the Cultural Revolution on the Chinese people and explain them fully, e.g.</p> <p><i>One impact of the Cultural Revolution on the Chinese people was the violence many of them suffered, especially in its early years. Following what they believed were Mao's orders, groups of Red Guards attacked people they believed were against the Cultural Revolution, such as teachers, university lecturers and other intellectuals. In many cities the Red Guards took the violence further, ransacking houses, factories and offices to destroy things they associated with the 'Four Olds' of traditional China. This had a large impact across China as many people lived in fear of the Red Guards' violence.</i></p> <p><i>Another impact was the destructive impact the Cultural Revolution had on young people. Many schools and universities closed, and as the Cultural Revolution proceeded groups of Red Guards split into factions and fought battles among themselves causing many deaths. Later in the Cultural Revolution, Mao stopped the violence of the Red Guards, and sent many of them to the countryside as part of the 'rustification' movement. This affected the lives of many young people at the time, who lost their education, and after the Cultural Revolution they were referred to as 'China's Forgotten Generation'.</i></p> <p>NB: Allow two impacts of one aspect of the Cultural Revolution OR impacts of more than one aspect.</p>	9–10
Level 4 <ul style="list-style-type: none"> Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question. 	<p>Level 4 answers will typically identify one impact of the Cultural Revolution on the Chinese people and explain it fully,</p> <p><i>The Cultural Revolution attacked many of the old ways in China and this had a large impact on the Chinese people. There were campaigns against the 'Four Olds' and objects that represented old ways like Confucianism were smashed up by the Red Guards. Only culture that promoted Mao's ideas was allowed, and many traditional books and plays were banned. This had a terrible impact on many Chinese people as their traditional way of life was destroyed and they could only express themselves in limited ways.</i></p> <p>NB: Candidates may identify more than one impact, but only explain one fully</p>	7–8
Level 3 <ul style="list-style-type: none"> Response demonstrates accurate knowledge and 	<p>Level 3 answers will typically identify and describe one or more impacts of the Cultural Revolution on the Chinese people without explaining it/them e.g.</p>	5–6

<p>understanding that is relevant to the question.</p> <ul style="list-style-type: none"> This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question. 	<p><i>The Cultural Revolution had a terrible impact on young people. Red Guards often died fighting between themselves and later in the period many young people were sent to the countryside.</i></p> <p><i>Intellectuals suffered during the Cultural Revolution. An example would be the way that teachers and lecturers were attacked by their students and forced to criticise themselves in public.</i></p> <p><i>Many Chinese people suffered terrible violence as a result of the Cultural Revolution. In the cities people were frequently attacked by the Red Guards and had their homes ransacked. It is estimated that as many as a million people died during it.</i></p> <p><i>The traditional Chinese way of life was targeted during the Cultural Revolution. Things that represented the 'Four Olds' were destroyed, and only culture that praised Mao was allowed.</i></p> <p>NB Typically, one mark for each identification and description.</p>	
<p>Level 2</p> <ul style="list-style-type: none"> Response demonstrates some knowledge and understanding that is relevant to the question. This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question. 	<p>Level 2 answers will typically contain description of events that are linked to the Cultural Revolution, e.g.</p> <p><i>The Cultural Revolution was about restoring Mao's leadership to China. Young people studied the 'Little Red Book' and many old ways were attacked.</i></p> <p>OR</p> <p><u>Alternative L2: Identifies impacts with no further development</u></p> <p><i>The Cultural Revolution had a terrible impact on young people as many Red Guards died fighting between themselves. Many young people were sent to the countryside after it and split from their family. Intellectuals were victimised. Many Chinese people suffered violence: in the cities people were attacked by the Red Guards. The Red Guards attacked and ransacked people's homes. The traditional Chinese way of life was targeted during the Cultural Revolution.</i></p>	3–4
<p>Level 1</p> <ul style="list-style-type: none"> Response demonstrates basic knowledge that is relevant to the topic of the question. There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic 	<p>Level 1 answers will typically contain general points or assertions, e.g.</p> <p><i>The Cultural Revolution had a negative impact on many people in China.</i></p> <p><i>Family life was destroyed.</i></p> <p><i>There was violence.</i></p>	1–2

understanding of these is apparent in the answer.		
Level 0 No response or no response worthy of credit.		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	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 <ul style="list-style-type: none"> 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. 	<p>Level 3 answers will typically explain the contrasting purpose of the two sources OR will explain the similar purposes but differing focus/message/method of the two sources.</p> <p><i>On the face of it, Sources A and B are similar, because they are both about removing people the Communists thought were enemies. Source A reports that people opposed to the government like the GMD were being executed in rural areas and Source B shows a government crackdown on 'counter-revolutionaries' in the cities. These were both part of the 'Campaign for the Repression of Counter-Revolutionaries' that was happening in 1951, when both sources were produced. But they are actually very different in purpose, because they were intended to be seen by different people. Source A was a confidential source within the Communist Party and is intended to motivate the local leaders to carry out these violent actions, and even seems quite paranoid. If it were intended to be seen by the Chinese people it would have been far less brutal. Source B however was aimed at the Chinese people living in cities and is persuading them that they need to take part in rooting out opposition by informing on those who were disloyal to the government. So whilst they are on the same topic, the motivation behind them is very different.</i></p> <p>7-8 marks supporting evidence from ONE source 9-10 marks: supporting evidence from BOTH sources</p>	7–10
Level 2 <ul style="list-style-type: none"> 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. 	<p>Level 2 answers will typically compare the message or the attitudes of the two sources to compare similarity/difference</p> <p><i>The messages of these sources are very similar, because they both show a need to root out opposition, or 'counter-revolutionaries'. In Source A, local Communist leaders are being told how important it is to execute enemies of the government, and in Source B the Chinese people are being encouraged to inform on traitors.</i></p> <p>3-4 marks supporting evidence from ONE source 5-6 marks: supporting evidence from BOTH sources</p>	3–6
Level 1 <ul style="list-style-type: none"> 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 sources. 	<p>Level 1 Answers will typically focus on surface features to identify similarity or difference in general terms with limited or no support from sources, or focus on provenance simplistically e.g</p> <p><i>Both sources are from 1951 One source is about problems in the countryside but the other is about problems in the cities. They are similar because both talk about counter-revolutionaries.</i></p> <p>In this level, answers may focus almost entirely on one of the two sources.</p>	1–2

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

8.* 'Between 1976 and 1981, Deng Xiaoping's main use of propaganda was to attack his political enemies.' 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. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
Level 5 <ul style="list-style-type: none"> The response has a full explanation and thorough analysis of historical events/periods, which uses relevant second order historical concepts, and is developed to reach a convincing, substantiated conclusion in response to the question. This is supported by a range of detailed and accurate knowledge and understanding that is fully relevant to the question. There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured. 	<p>Level 5 answers will typically construct a balanced argument which uses a range of evidence to support the argument being made e.g.</p> <p><i>In some ways I agree with this statement, because after Deng took power he had to use propaganda to discredit his enemies and justify his own leadership. The Gang of Four were leaders of the Cultural Revolution who had survived Mao, and from 1976 much of Deng's propaganda was created to discredit them. They were shown in cruel posters and caricatures as a menace to China, and propaganda like this reached a peak when the Gang of Four were placed on trial in 1980. Deng was therefore using propaganda to turn many people in China against his enemies and so make it easier for him to remove them.</i></p> <p><i>On the other hand I disagree. Propaganda was also used by Deng to associate himself with Mao, for example showing him in posters with him. Although Mao's Cultural Revolution had been unpopular, many Chinese people still looked up to Mao after his death, and so Chinese propaganda at the time often revered Mao and linked him to Deng, to demonstrate that Deng was the right leader to control China.</i></p> <p><i>Deng also used propaganda to introduced many new policies and because they were a big change from what had gone before, a great deal of propaganda needed to be used between 1976 and 1981 to get support. Deng promoted the 'household responsibility system' and removed the old peasant communes, and much Chinese propaganda at the time was produced to justify this change, with slogans like 'to get rich is glorious' which would not have appeared in Mao's time.</i></p> <p><i>Another policy that featured in Chinese propaganda was the importance of Deng's 'One Child Policy' which had the potential to be very unpopular as children were seen as a way of providing for your old age. Propaganda was produced to justify it and encourage birth control measures to educate the Chinese people. Because these policies were so new there was a need to persuade the Chinese people that they were important, so a great deal of propaganda at the time reflected them.</i></p> <p><i>On balance, I do think promoting the Chinese government's policies was Deng's main use of propaganda, since many of his policies were so new that they had to be 'sold' to the Chinese people, whereas the Cultural Revolution had already been discredited by 1976 so many Chinese people were already against the Gang of Four.</i></p> <p>NB: A clinching argument = one extra mark 16-17 marks = 4 explained points (3-1 or 2-2) 15-16 marks = 3 explained points (2-1)</p>	15–18
Level 4 <ul style="list-style-type: none"> 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. 	<p>Level 4 answers will typically construct a balanced or one-sided argument with support from at least two valid explained examples e.g.</p> <p><i>On one hand I agree with this statement. Much Chinese propaganda at the time focused on criticising the Gang of Four, who were depicted as traitors and a menace to China. As they could have rivalled Deng's leadership, this widespread propaganda was created to discredit them in the eyes of the Chinese people.</i></p>	11–14

Levels	Indicative content	Marks
<ul style="list-style-type: none"> 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. 	<p>On the other hand, Deng also used propaganda to promote the government's policies. China moved away from the communes to the 'household responsibility system', and the propaganda slogan 'to get rich is glorious' was promoted across rural China. This was a big change from the way things had been done under Mao, who was loyally supported by many, so the propaganda was created to persuade Chinese peasants that it was the right policy.</p> <p>OR</p> <p>I disagree with this statement. Deng introduced many new policies and because they were a big change from what had gone before, a great deal of propaganda was used to promote them between 1976 and 1981. Deng promoted the 'household responsibility system' and removed the old peasant communes, and much Chinese propaganda at the time was produced to justify this change, with slogans like 'to get rich is glorious'. Without propaganda the peasants would not have supported changes from Mao's approach.</p> <p>Another policy that featured in Chinese propaganda at the time was the importance of Deng's 'One Child Policy' which had the potential to be very unpopular. Propaganda was produced to justify this policy and encourage birth control measures to educate the Chinese people. Because these policies were so new there was a need to persuade the Chinese people that they were important, so a great deal of propaganda at the time reflected them.</p> <p>NB: 14 marks- reserve for clinching argument. Standard mark is 12 marks unless one of points developed well.</p>	
<p>Level 3</p> <ul style="list-style-type: none"> The response has an analysis and explanation of the historical events/period, which uses relevant second order historical concepts, and is used to give a supported answer to the question. This is supported by accurate knowledge and understanding that is relevant to the question. There is a line of reasoning presented which is mostly relevant and which has some structure. 	<p>Level 3 answers will typically construct an argument with support from one explained example e.g.</p> <p>No, Deng's propaganda often focused on his Four Modernisations, and as this became part of the official policy of the Chinese government so I agree with the statement. Posters and other media were produced to show the economic benefits the Modernisations would bring to agriculture, industry, science and education. Deng was taking China in a new direction and he wanted the Chinese people on side with it, so propaganda was produced to persuade them. (9 marks)</p> <p>NB: Sound answer is 8/9 marks.</p>	7–10
<p>Level 2</p> <ul style="list-style-type: none"> The response has an explanation about the historical events/period, which uses relevant second order historical concepts, and gives an answer to the question set. This is supported by some knowledge and understanding that is relevant to the question. There is a line of reasoning which has some relevance and which is presented with limited structure. 	<p>Level 2 answers will typically identify and/or describe Deng Xiaoping's use of propaganda, e.g.</p> <p>Yes, propaganda focused on criticising the Gang of Four.</p> <p>Yes, Deng used propaganda to discredit his rivals, such as Hua Guofeng.</p> <p>No, Deng's own ideas often featured in propaganda, like the Four Modernisations.</p> <p>No, positive images of Mao Zedong were used in propaganda to enhance Deng's own leadership.</p> <p>No, the One Child Policy had to be justified through propaganda.</p> <p>No, slogans were used to justify government policy, like 'to get rich is glorious'.</p> <p>No propaganda showed the positives of policies that took China away from the Cultural Revolution.</p>	4–6

Levels	Indicative content	Marks
Level 1 <ul style="list-style-type: none"> The response has a basic explanation about the historical events/period in the question, though the specific question may be answered only partially or the answer may be in the form of assertion that is not supported by the preceding explanation. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer. There is basic knowledge that is relevant to the topic of the question. <i>The information is communicated in a basic/unstructured way.</i> 	<p>Level 1 answers will typically make general assertions, e.g.</p> <p><i>Deng's propaganda was more about Deng himself than attacking rivals</i></p> <p><i>Deng used propaganda to persuade people to support new policies</i></p> <p><i>Deng did use propaganda to target rivals</i></p> <p><i>Deng used it to change people's minds.</i></p>	1–3
Level 0 No response or no response worthy of credit.		0

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