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 2022

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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.

MARKING INSTRUCTIONS

PREPARATION FOR MARKING
RM ASSESSOR
1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.

2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal http://www.rm.com/support/ca

3. Log-in to RM Assessor and mark the **required number** of practice responses ("scripts") and the **number of required** standardisation responses.

MARKING
1. Mark strictly to the mark scheme.

2. Marks awarded must relate directly to the marking criteria.

3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.

4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.

5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

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

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

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

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

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

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

7.   Award No Response (NR) if:
•   there is nothing written in the answer space
Award Zero '0' if:
•   anything is written in the answer space and is not worthy of credit (this includes text and symbols).
Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8.   The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
      If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.

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

10. For answers marked by levels of response:
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**

Annotation	Meaning
✔ 1	Level 1
✔ 2	Level 2
✔ 3	Level 3
✔ 4	Level 4
✔ 5	Level 5
SEEN	Noted but no credit given
NAQ	Not answered question
~~	Extendable horizontal wavy line

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 the impact of the Cultural Revolution in Tibet between 1966 and 1976.
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Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [2]
Additional Guidance	All content is indicative only and any other correct examples of an impact of the Cultural Revolution in Tibet between 1966 and 1976 should also be credited. Two examples identified or one example explained + 2 marks. SSU

Levels	Indicative content	Marks
N/A Points marking	*One way in which Communist rule affected Tibet was the effective crushing of the Buddhist religion. Monasteries and temples were looted and destroyed: of over 6000 monasteries only seven were left by the end of the Cultural Revolution.* *The Cultural Revolution attacked the Tibetan language. Grammatical 'reforms' were introduced to bring the Tibetan language closer to the spoken language of the Chinese people. As a result, it became incomprehensible when written down. a*	**2**

2.   Explain the impact of the changes Deng Xiaoping made to Chinese society and education between 1976 and 1981.

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

Levels	Indicative content	Marks
Level 5 • 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 or more** ways Deng's changes affected Chinese society and education and **explain them fully** e.g. *Deng's reform of education had the effect of making entrance into higher education fairer as the National College Entrance Exam was reintroduced in 1977. During the Cultural Revolution family or political connections were more important than ability; the reintroduction of the NCEE meant more students had a chance of progressing into higher education. This encouraged more people to apply and the numbers in higher education increased as students enrolled in Deng's new universities. Some students even gained the chance to study abroad as Deng hoped they would bring Western knowledge of science and technology back to China.* *Deng's social policies restricted the freedom of couples. The 'one-child family' policy restricted choice on the number of children a family could have. Couples who accepted the policy gained benefits such as larger apartments; couples who went on to have another child were fined. Couples saw further restrictions as the legal age of marriage was increased by 2 years for both women and men. Deng hoped later marriage would further slow the birth-rate. Women and girls were particularly badly hit. In farming communities, girls were not wanted as they would eventually look after their in-laws rather than their own parents. This led to some couples resorting to infanticide and, as a result, gradually an imbalance in the number of women and men in China.*	**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** way Deng's changes affected Chinese society and education and **explain it fully** e.g. *Deng's reform of education had the effect of making entrance into higher education fairer as the National College Entrance Exam was reintroduced in 1977. During the Cultural Revolution family or political connections were more important than ability; the reintroduction of the NCEE meant more students had a chance of progressing into higher education. This encouraged more people to apply and the numbers in higher education increased as students enrolled in Deng's new universities. Some students even gained the chance to study abroad as Deng hoped they would bring Western knowledge of science and technology back to China.*	**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** ways Deng's changes impacted Chinese society and education **without explaining** them e.g. - *More people applied to higher education and attended Deng's new universities. Some students even gained the chance to study abroad and brought Western knowledge of science and technology back to China.* - *The 'one-child family' policy meant couples could only have one child or else they would be fined, and, in some cases, the mother sterilised.*	**5–6**
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.	Level 2 answers will typically contain **description of events** linked with Deng's changes, e.g. - *The National College Entrance Exam was reintroduced in 1977. Now students had to take this test to enter higher education.* - *The 'one-child family' policy was started in 1978. Families that accepted the certificate got a package of benefits.* **Alternative Level 2** answers will typically identify impact(s) but fail to develop with valid description or explanation eg - *Deng's policies improved literacy levels in China* - *The One child policy made life significantly worse for many women and girls.*	**3–4**
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.	Level 1 answers will typically contain **general points** or assertions e.g. *Worse for women and girls* *Universities built*	**1–2**
Level 0 No response or no response worthy of credit.		**0**

3.   Explain why Dazhai Commune was important to the Chinese government in the 1960s.

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

Levels	Indicative content	Marks
Level 5 • 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 examples of importance and explain** them fully, e.g. *One way Dazhai Commune was important to the Chinese government was as an example of self-sufficiency. The people of Dazhai were supposed to have transformed the farmland around them through hard work rather than relying on government aid. This was important as after the failure of the Great Leap Forward farming had been seriously damaged in China, so the government used the Commune to inspire Chinese peasants to work hard themselves rather than expect help from the government.* *Another way Dazhai was important to the Chinese government later in the 1960s was as a source of propaganda. During the Cultural Revolution Dazhai was held up as a 'model commune' and thousands of people visited it every day to see the peasants working, taking word back to their own villages about how happy and productive it was. This was important as it promoted an official government 'line' of how content people were at a troubled time in China's history.* ***THRESHOLD ANSWERS:*** *Dazhai Commune was supposed to have been built up by the peasants without government aid, which was important as after the failed Great Leap Forward the government needed to inspire farmers to help them recover.* *It was also important during the Cultural Revolution, when the government used it as a 'model commune' to spread the message of a happy and productive village to the rest of China. This improved the government's image.*	**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 example of **importance and explain** it fully, e.g. *Dazhai Commune was important to the Chinese government in a negative way as it was a source of conflict between the Communist leaders. After the failed Great Leap Forward, Deng and Liu wanted to create large-scale modern farming but Mao wanted to rely on traditional methods and launched the 'Learn from Dazhai' campaign to promote commune life. This was important to the government as it exposed the divisions within it that would lead to the Cultural Revolution.* ***NB: Candidates are likely to attempt several explanations of importance but only succeed in one case***	**7–8**

Level 3	Level 3 answers will typically identify and describe one or more examples of an importance, e.g.	5–6
• 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.	- *Dazhai was an example of self-sufficiency to the rest of China. The farmers of Dazhai were supposed to have created an efficient commune without outside help.* - *Dazhai was important because the government used it as a national campaign. 'Learn from Dazhai' was followed by other campaigns such as 'Learn from Daqing'.* - *Dazhai was important as it was used as a model commune during the Cultural Revolution, with over 10,000 people visiting it every day.* - *Dazhai exposed leadership divisions in the Chinese government, since Mao approved of their methods and Liu and Deng did not.*	
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.	Level 2 answers will typically contain **description of events that is linked** to the issue in the question, e.g. *Dazhai commune was in a poor area but had been created by moving huge amounts of land and building a system of irrigation. It was led by Chen Yonggui.* **Alternative Level 2** answers will typically identify example(s) of importance but fail to develop with valid description or explanation eg - *Dazhai was important to the government because it was useful as propaganda*	**3–4**
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.	Level 1 answers will typically contain **general points,** e.g. *It was important because the government knew about it and could use it.*	**1–2**
Level 0 No response or no response worthy of credit.		**0**

4a.   Study Source A. Explain why this source was published in China in 1966.

Assessment Objectives	AO3 (a): Analyse sources contemporary to the period. [5]
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 • Response analyses the source by using relevant detail from the source content, provenance and historical context to construct a thorough and convincing argument in answer to the specific question about the source.	Level 3 answers will typically make a clear statement of purpose based on intended outcome and/or audience and support this with reference to content of the source and context, e.g. *'Bombard the Headquarters' was published because Mao was trying to rebuild his power in the Communist Party after he had been forced to resign as a result of the failure of the Great Leap Forward. Mao was trying to discredit rival Communist leaders in the eyes of the Chinese people by saying they were 'poisonous' and 'arrogant'.*	**4–5**
Level 2 • Response analyses the source by using relevant detail from the source content and provenance or historical context to construct an argument in answer to the question about the source.	Level 2 answers will typically identify and explain the message of the source using relevant source content or context e.g. *This source was published by Mao to criticise the way the Communist Party was ruling China. You can see from his comment that 'these leaders have become arrogant', so clearly they are not ruling China in the way Mao wanted.* OR *Mao published this source because he had been forced to resign after the failure of the Great Leap Forward. He was now trying to tell the Chinese people that the leaders who had taken over from him, like Deng and Liu Shaoqi, were betraying the revolution.* **NOTE Responses based on context which give no indication of the content of the source should be marked at L1 NOT L2**	**2–3**
Level 1 • Response analyses the source in a basic way by selecting detail from the source content or provenance and using this to give a simple answer to the question about the source.	Level 1 answers will typically argue the source was meant to provide information OR assert the context of the source without relevant reference to it e.g. *This source was published by Mao because he wanted to make his opinions known.* OR *Mao published this source to tell everyone he thought China was run by leaders who were betraying the ideas of Communism.* OR *Mao published this because at this time he was not happy about how China was being run.*	**1**
Level 0 No response or no response worthy of credit.		**0**

4b.   Study Source B. How useful is this source as evidence of the Cultural Revolution?

Assessment Objectives	AO3 (a): Analyse sources contemporary to the period. [5]
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

• Response analyses the source by using relevant detail from the source content, provenance and historical context to construct a thorough and convincing argument in answer to the question about the source. | Level 3 answers will typically argue that the source is useful and support this with a valid inference from the source developed with effective use of content, provenance or context, e.g.

This source is very useful in showing how important the role of Mao Zedong's personality cult was as a controlling force during the Cultural Revolution. It shows the hero worship of Mao, with thousands of people swimming in the Yangtze River just as Mao had done. It is therefore useful as evidence that Mao was able to mobilise massive support in 1967. | **4–5** |
| **Level 2**

• Response analyses the source by using relevant detail from the source content and provenance or historical context to construct an argument in answer to the question about the source. | Level 2 answers will typically argue the source is useful based on unsupported inferences, e.g.

This source is useful as evidence about how the Chinese government used the media for propaganda.
OR
This source is very useful as evidence about the hero worship of Mao and his cult of personality. | **2–3** |
| **Level 1**

• Response analyses the source in a basic way by selecting detail from the source content or provenance and using this to give a simple answer to the question about the source. | Level 1 answers will typically assert the usefulness of the content or provenance or context e.g.

This source is useful because it shows people want Mao to live for a long time.
OR
This source is useful because it is an official photograph.
OR
This source is useful because it is from the time of the Cultural Revolution
. | **1** |
| **Level 0**
No response or no response worthy of credit. | | **0** |

5.*   'Popular policies were the main reason the Communist Party was able to establish control over China in the 1950s.' 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	Level 5 answers will typically construct a **balanced answer** which uses a range of explained evidence explicitly to support the argument being made, e.g.	**15–18**
• 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.	*On one hand I agree that the Communists established control because of popular policies. Land reform in the early 1950s was popular because it allowed peasants to take revenge for their mistreatment by landlords at brutal struggle sessions, and redistributed land from the landlords to the peasants. As peasants made up the majority of China's population at the time, land reform was important in increasing support for the Communists. Many women in China also supported the Communist Party because their policies towards women gave them greater equality and opportunity, such as the 1950 Marriage Law which gave them equal rights to men and in 1953 women also gained equal voting rights. This gave the Party support and therefore control.*	
• 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.*	*On the other hand, the Communists also used violence to establish control, so popular policies were not the only reason. The 'mass campaigns' of the early 1950s, like the Three- and Five-Antis, targeted people like the middle-classes who were suspected of disloyalty to Mao. These people faced execution or being sent to the laogai prison camps. Fear of this treatment reduced opposition to the Communists. Later in the decade the Anti-Rightist campaign targeted intellectuals who had spoken out against Mao. They were forced to take part in humiliating self-criticisms and many were imprisoned or even committed suicide under all the pressure. This removed people who had declared opposition to Communism and so strengthened Communist control through violence.*	
	On balance, I think the Communists tried to establish control through policies that were popular with large groups in Chinese society, like peasants and women. They only used violence against smaller groups who were opposed to them such as the wealthy and landlords, so popular policies were more important.	
	NOTE: 18 marks = 2 explained points on each side, plus a clinching argument	
	16-17 marks = 2 explained points on each side	
	15-16 marks = 2 explained points on one side, and 1 on the other	

Level 4 • The response has a full explanation and analysis of the historical events/periods, which uses relevant second order historical concepts, and is used to develop a fully supported answer to the question. • This is supported by a range of accurate knowledge and understanding that is fully relevant to the question. • *There is a well-developed line of reasoning which is clear, relevant and logically structured.*	Level 4 answers will typically set out a **one-sided argument supported by at least two valid explained points,** e.g. *The Communists were able to establish control in China through popular policies. A good example of this was the 'Resist America, Aid Korea' campaign of 1950. Most Chinese people felt sympathy for the North Koreans and were prepared to take part in Communist demonstrations against Americans and other Westerners, which resulted in most non-Chinese influence being removed from China in the early 1950s. A popular policy had allowed the Communists to remove opponents and increase their control. Another example of a popular policy helping the Communists was land reform. Chinese peasants had traditionally been oppressed by landlords, and the peasants welcomed the chance to attack landlords at 'speak bitterness' meetings held by the Communists, and having land given to them when the landlords were eliminated. This brought the Communists support from large numbers of peasants and helped them establish control.* **Alternatively**, Level 4 answers will construct a **balanced argument with each side explicitly supported by one point/example,** e.g. *Many women supported Communist policies towards them such as being given equal rights to vote, or being able to divorce their husbands. As women had traditionally been treated as inferior to men many were prepared to support the Communists as a result, helping them to establish control in the 1950s.* *Violence was also used by the Communists to establish control in the 1950s. People who were thought to be against Mao – like members of the middle-class, or those with a connection to the GMD – were subject to 'thought reform' and forced to criticise themselves and their families, with many committing suicide or being imprisoned. Fear of violence kept people quiet and allowed the Communists to establish control.* **NB: 14 marks- reserve for clinching argument. Standard mark is 12 marks unless one of points developed well.**	**11–14**
Level 3 • The response has an analysis and explanation of the historical events/period, which uses relevant second order historical concepts, and is used to give a supported answer to the question. • This is supported by accurate knowledge and understanding that is relevant to the question. • *There is a line of reasoning presented which is mostly relevant and which has some structure.*	Level 3 answers will typically construct a **one-sided argument with support from one valid point** explained, e.g. *The Communists were able to gain support from the peasants through popular policies like land reform, and because the peasants were a very large chunk of China's population this support was important in helping them establish control. The peasants gained land from Communist land reform and because the Communists had allowed them to take revenge on oppressive landlords through 'speak bitterness' meetings, they no longer had to fear harsh treatment by landlords.*	**7–10**

Level 2 • The response has an explanation about the historical events/period, which uses relevant second order historical concepts, and gives an answer to the question set. • This is supported by some knowledge and understanding that is relevant to the question. • *There is a line of reasoning which has some relevance and which is presented with limited structure.*	Level 2 answers will typically identify and **describe events relating to** whether the Communists were able to establish control in China in the 1950s because their policies made them popular, e.g. *Women gained from policies like the 1950 Marriage Law.* *The 'Resist America, Aid Korea' campaign was popular with many people in China.* *Land Reform was popular among many peasants in China.* *Collectivisation was very popular among poorer peasants.* *Propaganda and Mao's personality cult made the Communists more popular.* *The Communists used a system of laogai prison camps to create control through fear.* *The Three- and Five-Antis campaigns removed many opponents of the Communists.* *Devious policies like the Hundred Flowers Campaign allowed the Communists to identify people disloyal to them.*	**4–6**
Level 1 • The response has a basic explanation about the historical events/period in the question, though the specific question may be answered only partially or the answer may be in the form of assertion that is not supported by the preceding explanation. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer. • There is basic knowledge that is relevant to the topic of the question. • *The information is communicated in a basic/unstructured way.*	Level 1 answers will typically make **general assertions**, e.g. *Without popular policies nobody would have supported the Communists and they could not have established control.* *Not everyone liked Communist policies so there must have been other reasons.*	**1–3**
Level 0 No response or no response worthy of credit.		**0**

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