



Mark scheme

Sample assessment materials for
first teaching September 2015

GCE History (8HI0/2E)
Advanced Subsidiary

Paper 2: Depth study

Option 2E.1: Mao's China,
1949–76

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

Generic Level Descriptors

Section A: Questions 1a/2a

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

Level	Mark	Descriptor
	0	No rewardable material
1	1–2	<ul style="list-style-type: none"> • Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Contextual knowledge is limited and presented as information rather than applied to the source material. • Evaluation of the source material is assertive with little if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.
2	3–5	<ul style="list-style-type: none"> • Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making undeveloped inferences relevant to the question. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is related to the specified enquiry and with some substantiation for assertions of value. The concept of utility is addressed mainly by noting aspects of source provenance and may be based on questionable assumptions.
3	6–8	<ul style="list-style-type: none"> • Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail. • Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is not fully substantiated. Explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author.

Section A: Questions 1b/2b

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

Level	Mark	Descriptor
	0	No rewardable material
1	1–2	<ul style="list-style-type: none"> • Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Contextual knowledge is limited and presented as information rather than applied to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements.
2	3–5	<ul style="list-style-type: none"> • Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making undeveloped inferences relevant to the question. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concept of reliability is addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	6–9	<ul style="list-style-type: none"> • Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of weight takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria, with some justification.
4	10–12	<ul style="list-style-type: none"> • Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.

Section B

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

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	<ul style="list-style-type: none"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–10	<ul style="list-style-type: none"> • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. • Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11–16	<ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.

Section A: indicative content

Option 2E.1: Mao's China, 1949–76

Question	Indicative content
1a	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry about how opposition to Mao was treated during the Cultural Revolution (1966–69).</p> <ol style="list-style-type: none"> 1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: <ul style="list-style-type: none"> • It provides evidence of the nature and range of charges levied, from subverting the revolution, to attacking Mao and spying for the Nationalists • Indicates the presence of significant opposition to the Cultural Revolution within government • Evidence of Mao's influence, greater than the Head of State. 2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: <ul style="list-style-type: none"> • It is a contemporary publication with its origin in China but directed at a foreign audience • It was published after the removal of the Head of State and designed to provide a justification for this • The propaganda nature of the source is evident from the use of extreme and emotional language to reinforce points ('running dog', 'brutally', 'mortal foe'; the repetition of 'big scab'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: <ul style="list-style-type: none"> • The nature of the Cultural Revolution • Attacks on Mao's political enemies: Deng Xiaopong as well as Liu Shaoqi who is mentioned in the source • The purging of the CCP membership.

Question	Indicative content
1b	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into actions by young people during the Cultural Revolution.</p> <ol style="list-style-type: none"> 1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: <ul style="list-style-type: none"> • The author participated as a teenager in the events that she is describing • She does appear to have had some reservations about the actions being undertaken, but this may be later justification for events that she participated in • The account may be influenced by her later disillusionment with the regime, as evidenced by her emigration to the USA. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> • It provides evidence of the appeal of the Cultural Revolution to the young • It suggests that a key reason for action was the contradictions in the messages the regime was sending out • There was a sense of excitement in participation and some indication that this got out of hand • It provides evidence of violent attacks on teachers and suggests concerted action by groups of students. 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: <ul style="list-style-type: none"> • The source focuses on treatment of teachers; candidates could extend beyond this to other actions taken by the young • Mao's appeal to the young • Mass rallies of 1966 • Attacks on the four 'olds'.

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

Question	Indicative content
2a	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry about the rising of June 1953.</p> <ol style="list-style-type: none"> 1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: <ul style="list-style-type: none"> • It suggests that there was a lot of discussion of issues going on. The author went 'to listen in on the discussions' on the streets • It provides evidence of the economic issues that were of concern to East Germans ('wages, high prices') • It may suggest a large number of people were involved – the author listened in on 'ten groups' • It provides evidence that 'Western agitators' were stirring up the problems. 2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: <ul style="list-style-type: none"> • The observations were provided by someone who witnessed the events and not coloured by being designed for publication • As a journalist, the author is a trained observer, accustomed to gathering and communicating information on what was seen and heard • The remarks were reported on to Khrushchev – this implies the source was regarded as trustworthy. 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: <ul style="list-style-type: none"> • The economic situation and policies in the early 1950s, exacerbated by Ulbricht's 1952 decision to accelerate the building of socialism • Broader concerns amongst the population regarding the nature of SED rule • The widespread nature of the rising, which incorporated workers with economic demands and a broader social spectrum with political demands.

Question	Indicative content
2b	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into economic development in the GDR, 1949–59.</p> <ol style="list-style-type: none"> 1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: <ul style="list-style-type: none"> • The piece was written with the purpose of extolling the virtues of the GDR on its 10th anniversary • There is some sense of an overview of the first decade of the government • Despite its generally positive tone, there is occasional acknowledgement of problems facing the government. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> • It provides evidence of improvements in technology that have been applied to industry and agriculture • It provides evidence of the impact of economic development on the standard of living • It suggests the aims of economic development are political as well as economic • It hints at problems ('occasional shortages'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: <ul style="list-style-type: none"> • Industrial planning and developments • The impact of the collectivisation of agriculture • The role played by economic discontent in the 1953 uprising • The disparity in economic conditions in the GDR and FRG.

Section B: indicative content

Option 2E.1: Mao's China, 1949–76

Question	Indicative content
3	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that Mao decided to launch the Hundred Flowers campaign in 1957 in order to destroy opposition to his rule.</p> <p>Arguments and evidence that Mao launched the Hundred Flowers campaign in 1957 in order to destroy opposition to his rule. Relevant points may include:</p> <ul style="list-style-type: none"> • It could be seen as part of a deliberate policy by Mao to bring his enemies into the open • 1957 'Contradictions' speech was critical of the way some CCP officials were applying policies • Mao's desire to undermine the bureaucrats and their growing power • The ability of Mao to purge the party of those who were too critical of it. <p>Arguments and evidence that Mao launched the Hundred Flowers campaign in 1957 because of other reasons should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Mao was extremely popular at this time and therefore was open to the idea that it was an appropriate time to allow greater freedom of expression • His fear of being compared with Stalin/links to the Hungarian rising of 1956 • The need for the contributions the educated could make, especially in science and technology • The confused result of contradictory thinking. <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that the Great Leap Forward in agriculture (1958–61) was a failure.</p> <p>Arguments and evidence that the Great Leap Forward was a failure should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The reduction in food output and its contribution to the great famine of 1958–62 • The application of Lysenko's mistaken ideas about crop yields • The Lushan Conference 1959, and its failure to take decisive action • The ultimate damage caused to Mao's reputation. <p>Arguments and evidence that the Great Leap Forward in agriculture had some success should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Collectivisation achieved the political purposes of the party, namely the first stage in the process of building socialism in the countryside • A new social system in the countryside was implemented • The lack of overt opposition to Mao at the Lushan Conference indicated his control over the party, even if it was achieved through fear. <p>Other relevant material must be credited.</p>

Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which the position of women in China changed in the years 1950–76.</p> <p>Arguments and evidence that the position of women in China changed in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Changes in marriage and divorce laws in the 1950 Marriage Law • Changes in land ownership rules in the 1950s • Greater employment opportunities for women • The positive impact on the lifestyle of women in the communes. <p>Arguments and evidence that the position of women in China did <i>not</i> really change should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Changes in land ownership brought about by collectivisation and the negative impact on the lives of women in the communes • Limited changes in attitudes towards women • The restricted roles available to women in the Communist Party and the government • Disruption brought about by the Cultural Revolution. <p>Other relevant material must be credited.</p>

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

Question	Indicative content
6	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that the consequences of building the Berlin Wall were beneficial for the GDR in the 1960s.</p> <p>Arguments and evidence that the consequences of building the Berlin Wall were beneficial for the GDR in the 1960s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • It prevented the emigration of skilled workers to the West • It ensured that the costs of investment in education would be recouped • The GDR claimed it prevented West Berliners buying subsidised goods in East Berlin • It contributed to the beginnings of economic growth in the GDR. <p>Arguments and evidence that the consequences of building the Berlin Wall were <i>not</i> beneficial for the GDR in the 1960s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Its impact on public support for the regime, especially amongst families separated by the Wall • The negative view created of the regime in the international community • The short-term impact on relations with West Germany. <p>Other relevant material must be credited.</p>

Question	Indicative content
7	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which government control of the GDR in the 1970s relied on repression of opposition.</p> <p>Arguments and evidence that government control of the GDR in the 1970s relied on repression of opposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The methods and activities of the Stasi • Arrest and imprisonment of dissidents within the SED • Control of publications, e.g. 14 history students were removed from Humboldt University in 1972 because they distributed banned books • Official guidelines to be followed in the arts, e.g. the rock band Klaus Renft Combo was banned by the Ministry of Culture in 1975 because its lyrics did not conform to socialist reality. <p>Arguments and evidence that government control of the GDR in the 1970s did <i>not</i> rely on repression of opposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Creation of an overtly East German identity through, for example, history and sporting achievements • Implementation of a range of social and welfare reforms • Successful improvements to the standard of living. <p>Other relevant material must be credited.</p>

Question	Indicative content
8	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about how far the weakness of the economy of the GDR was responsible for the collapse of Honecker's government in 1989.</p> <p>Arguments and evidence that it was the weakness of the economy of the GDR that was responsible for the collapse of Honecker's government in 1989 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The growing national debt • The high cost of spending on health and welfare • The poor quality of consumer goods. <p>Arguments and evidence that other factors were responsible for the collapse of Honecker's government in 1989 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The impact of reforms in the Soviet Union and elsewhere in Eastern Europe • The significance of Gorbachev's lack of support • The role of Protestant opposition groups • Growing emigration from the GDR. <p>Other relevant material must be credited.</p>