



GCE

History A

Y317/01: China and its rulers 1839-1989

A Level

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.

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris 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 scoris and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

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 scoris 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 scoris 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.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

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 scoris **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 scoris 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: Not applicable in F501
 - 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

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11. Annotations

Annotation	Meaning of annotation
BP	Blank Page
	Highlight
Off-page comment	
A	Assertion
AN	Analysis
EVAL	Evaluation
EXP	Explanation
F	Factor
ILL	Illustrates/Describes
IRRL	Irrelevant, a significant amount of material that does not answer the question
J	Judgement
KU	Knowledge and understanding
P	Provenance
SC	Simple comment
?	Unclear
V	View
S	Synthesis
C	Continuity/Change

12. Subject Specific Marking Instructions

Question			Answer	Mark	Guidance
1			Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of the nature and course of the Cultural Revolution. • In locating the interpretations within the wider historical debate, answers might suggest that Interpretation A argues that the Cultural Revolution was a genuine popular revolution, and that the violence it unleashed was limited and unplanned; • In evaluating Interpretation A, answers might argue that it correctly identifies the political revolution that saw Liu and Deng's overthrow and their replacement by the 'Gang of Four', together with Mao's vastly increased power; • Answers might argue that Interpretation A correctly notes the crucial role of the young, with use of the Little Red Book, and Mao's instruction to the young through the <i>dazibao</i> 'Bombard the Headquarters'; • Answers might argue that Interpretation A correctly refers to attacks on the middle class, fundamental to Mao's idea of permanent revolution and consistent with his fear that the Chinese revolution was being destroyed from within by bureaucracy; • Answers might argue that Interpretation A is accurate in drawing attention to the widespread public criticism of party members through 'self-criticism and struggle sessions';	30	The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u> The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set. • No set answer is expected • At Level 5 and above answers will evaluate both interpretations, locating them within the wider historical debate about the issue and using their own knowledge and reach a balanced judgement as to which they consider the most convincing about the issue in question. • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the interpretations, in line with descriptions in the levels mark scheme. • If answers do refer to the provenance of Interpretation A, to be valid, it must be clearly linked to the question.

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			• Answers might argue that Interpretation A greatly underestimates the degree of terror unleashed by the Red Guards, including the mass slaughter of CCP officials, widespread torture, cultural vandalism, and the <i>laogai</i>. • Answers may also comment on the nature of the passage, in that it was written in 1969. • In locating the interpretations within the wider historical debate, answers might argue that Interpretation B argues the key role belonged to Mao, but that the movement spun out of control, unleashing a wave of violence; • In evaluating Interpretation B answers might argue that Interpretation B is accurate about the degree of violence and disruption, with up to two million being killed and severe damage to the country in ways ranging from economic dislocation to the 7 May cadre schools; • Answers might argue that Interpretation B is accurate about the way that traditional ways of thought and behaviour, including religion and the family, were attacked across China; • Answers might argue that Interpretation B correctly refers to the marginalisation of the Red Guards, for example through the rustification campaign which saw the movement of millions of young people to the countryside; • Answers might argue that Interpretation B does not go far enough in showing the hostility of some PLA leaders to the Cultural Revolution, such as the mysterious death of Lin Biao; the way the PLA took over from the Red Guards; and Ye's work overthrowing the Gang of Four;		
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			Answers might argue that Interpretation B is invalid when it states that Mao felt things had gone too far because of the continued significance of the Gang of Four. They may also argue that Interpretation B overstates the extent of decentralisation as power stayed firmly in Mao's hands.		
Question			Answer	Mark	Guidance
2*			'There was significant change in the nature of Chinese governments in the years from 1839 to 1989.' How far do you agree? In supporting the hypothesis in the question it might be argued that the change from a centuries-old hereditary monarchy first to an anarchic state of warlords and then to a Communist party dictatorship showed major transformations; - Answers might consider that in Qing and GMD China much power was in the hands of provincial governors or warlords, however the CCP established a very centralised system; - Answers might consider the changes in the nature of government as a result of the 1911 revolution, and Sun's Three People's Principles; - Answers might consider 1949 and the complete destruction of the old ruling class; - Answers might consider that the main aims of the governments were very different – for example for the Qing sought the preservation of the ruling class, whereas the Communists sought equality and party rule; - Answers might consider the difference between governments such as those of Mao and the	25	The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed. <u>Neither significance nor relative importance are attributed to the features listed.</u> The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set. - No set answer is expected. - At higher levels answers might establish criteria against which to judge. - To be valid, judgements must be supported by relevant and accurate material. - Knowledge must not be credited in isolation. It should only be credited where it is used as the basis for analysis and evaluation, in line with the description in the levels mark scheme.

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			early GMD which sought major change, and those of the Qing, Yuan Shikai and Deng which were more cautious; • Answers might consider how the later Communist and GMD governments attempted to exert political control through a 'command economy', while the Qing made little attempt to achieve this. • In challenging the hypothesis in the question, it might be argued that there has never been any true democracy in China, and that every government has adopted repressive measures against the population; • Answers might consider the consistently repressive policies of the Qing, the GMT under Jiang, and the CCP under Mao and Deng, and how this repression in turn caused uprisings; • Answers might consider the centralisation of power in Beijing, and the way that most power remained in the hands of one person, whether Tzu Hsi, Yuan Shikai, Jiang, Mao or Deng; • Answers might consider the failure of all attempts to establish any form of constitutional democracy, for example 1911 or the Tiananmen Square protests; • Answers might consider the consistent determination to crush provincial autonomy, for example the Qing and the Panthay Rebellion, Jiang Jieshi's Northern Expedition and Mao's actions in Tibet and Xinjiang;		
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		Answers might consider the continuing importance of the civil service and the bureaucracy throughout the period.		
3*		‘The most important turning point in the development of the Chinese economy in the years from 1839 to 1989 was the rule of Jiang Jieshi.’ How far do you agree? In supporting the hypothesis in the question, it might be argued that Jiang and T.V. Soong launched the first attempts to create a modern economy for China, many of which foreshadowed Deng’s later changes; - Answers might argue that, like the later CCP, Jiang felt that the role of the state was crucial to the economy, while the Qing had taken little direct interest in the economy; - Answers might consider the foundation of the China Development Finance Corporation to raise money for the modernisation of China’s industry. Chinese banks were also brought under central control. These moves foreshadowed Deng’s Second Modernisation; - Answers might consider GMD efforts to develop a modern economic infrastructure, with major improvements in road, rail and air travel; and the creation of a modern telephone and telegraph system in most main cities; - Answers might refer to the GMD’s attempts to reassert control over foreign concessions, and the setting up of the National Resources Commission to negotiate foreign trade deals; - Answers might refer to industries receiving government subsidies to help them establish themselves, for example the fashion and film	25	The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed. <u>Neither significance nor relative importance are attributed to the features listed.</u> The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set. - No set answer is expected. - At higher levels answers might establish criteria against which to judge. - To be valid, judgements must be supported by relevant and accurate material. - Knowledge must not be credited in isolation. It should only be credited where it is used as the basis for analysis and evaluation, in line with the description in the levels mark scheme.

			industries of Shanghai. This can be seen as a forerunner to Deng's Special Economic Zones. • In challenging the hypothesis in the question, it might be argued that there were more important economic turning points, for example the Self-Strengthening Movement – which tried to establish capitalism; the 1949 revolution and the arrival of Communism; and Deng Xiaoping's reforms. • Answers might argue that Jiang's and Soong's attempts to develop a free market capitalist economy was only a continuation of previous developments under the Qing. • Answers might argue that the key economic issue in China was land ownership, and that Jiang's attempts to deal with the problem were unconvincing, whereas the Communists made great change by ending private land ownership; • Answers might argue that the Self-Strengthening Movement foreshadowed much of the work of Jiang, developing modern forms of communication, arranging trade deals and loans with foreign powers and introducing joint stock companies; • Answers might argue that 1949 was a more important turning point as it saw the near-complete destruction of capitalism, and the creation of a new Communist economy that was different from anything previously; • Answers might argue that it was Deng Xiaoping's reforms which modernised China's economy most effectively – opening China's trade with the rest of the world, encouraging		
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			foreign investment, and supporting the rise of an urban middle class of businessmen and entrepreneurs.		
4*			To what extent did Chinese society show more continuity than change in the years from 1839 to 1989? • In supporting the hypothesis in the question, it might be argued that China remained a fundamentally agricultural, hierarchical and patriarchal society throughout the period. The replacement of Confucian with Communist ideology made changes, but the end of the Cultural Revolution marked movement back to more traditional ideas of family and society. • Answers might consider women's position in society and how subordinate they were throughout the period due to ingrained prejudice, even under Mao, who insisted that women work like men although they remained the chief homemakers; • Answers might consider Confucian and Manchu principles of obedience to authority, which continued with Yuan Shikai and the New Life movement, and argue that the Communist Party demands similar deference and obedience; • Answers might consider that the growth of the urban middle class of businessmen and industrialists has continued throughout the entire period; • Answers might suggest that China was an overwhelmingly rural country in 1839, and in 1989 this was still largely true, with 60% of the	25	The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u> The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set. • No set answer is expected. • At higher levels answers might establish criteria against which to judge. • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation. It should only be credited where it is used as the basis for analysis and evaluation, in line with the description in the levels mark scheme.

			population working the land. This was underlined by the regular, serious famines; • Answers might suggest that the traditional Chinese family structure was unchanged from 1839 to 1949, that attempts to undermine it by Mao failed, and that Deng Xiaoping returned to traditional ideas. • In challenging the hypothesis in the question, it might be argued that there has been enormous social change in Chinese society in much of the period, and that the liberation of women, availability of education and health for all, and rise of the urban middle class made Deng's China very different from earlier; • Answers might consider major changes in the position of women - the end of concubinage and foot-binding; new laws on marriage; and Mao's support for female emancipation; • Answers might consider Mao's social changes, including the destruction of the landlord class, the collectivisation of agriculture, and the attack on middle class intellectuals and bureaucrats; • Answers might consider the huge increase in the availability and quality of education and health care under the Communist Party, as well as the one-child policy; • Answers might consider the destruction of organised religion by the Communist Party. • Answers might consider the steady movement of population, especially the young, from the countryside to the cities that accelerated greatly during the 20th century.		
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APPENDIX 1 – this contains a generic mark scheme grid

	<i>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	Generic mark scheme for Section A, Question 1: Interpretation [30]
Level 6 26–30 marks	The answer has a very good focus on the question throughout. It has thorough and sustained evaluation of the interpretations, using detailed and accurate knowledge of the historical context and the wider historical debate around the issue, in order to produce a convincing and supported analysis of them in relation to the question.
Level 5 21–25 marks	The answer has a good focus on the question throughout. It has good evaluation of the interpretations, using relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce a supported analysis of them in relation to the question.
Level 4 16–20 marks	The answer is mostly focused on the question. It has evaluation of the interpretations based on generally relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce an analysis of them in relation to the question.
Level 3 11–15 marks	The answer is partially focused on the question. It has partial evaluation of the interpretations based on some knowledge of the historical context and the wider historical debate around the issue. There may be some use of information from one of the two interpretations to support the evaluation of the other, but the evaluation will not rely on this. There is a limited analysis of the interpretations in relation to the question.
Level 2 6–10 marks	The answer has a limited focus on the question. Parts of the answer are just description of the interpretations, with evaluation in relation to historical context and the wider historical debate around the issue being weak, and evaluation relying heavily on information drawn from the other interpretation. There is a very limited analysis of the interpretations in relation to the question.
Level 1 1–5 marks	The answer has some relevance to the topic, but not the specific question. The answer consists mostly of description of the interpretations with very limited evaluation based on very generalised knowledge of historical context and minimal or no reference to the wider historical debate. Analysis of the interpretations in relation to the question is either in the form of assertion or lacking.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

	<i>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.</i>
	Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]
Level 6 21–25 marks	The answer has a very good focus on the question. Detailed and accurate knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a fully developed synthesis supporting a convincing and substantiated judgement. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
Level 5 17–20 marks	The answer has a good focus on the question. Generally accurate and detailed knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a developed synthesis supporting a substantiated judgement. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
Level 4 13–16 marks	The answer is mostly focused on the question. Relevant knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a synthesis supporting a reasonable judgement. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
Level 3 9–12 marks	The answer has a partial focus on the question. Some relevant knowledge and understanding is used to analyse and explain key features of the period studied in order to attempt an undeveloped synthesis, which is linked to a judgement, though the supporting explanation may lack detail and clarity. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
Level 2 5–8 marks	The answer has only a limited focus on the question. Limited relevant knowledge and understanding is used to give a limited explanation and analysis of key features of the period studied. There is a judgement but this may not be clearly linked with the supporting explanation. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
Level 1 1–4 marks	The answer has a limited focus on the topic, but not the specific question. The answer is largely descriptive, with only very generalised knowledge of the period studied being used to attempt basic explanation and very limited analysis. Judgements are unsupported and are not linked to analysis. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	The answer contains no relevant information.

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