GCSE MARKING SCHEME

SUMMER 2017

HISTORY - STUDY IN-DEPTH
CHINA UNDER MAO ZEDONG, 1949-1976
4271/05
INTRODUCTION

This marking scheme was used by WJEC for the 2017 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

Examiners are required to credit the quality of written communication for each candidate's performance on particular questions. These are question 2(c) and question 3. There are no additional marks for the Quality of Written Communication, but examiners are expected to consider the following descriptions of performance when awarding levels to the work of candidates:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner</td>
</tr>
<tr>
<td>Level 2</td>
<td>most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format</td>
</tr>
<tr>
<td>Level 3</td>
<td>the text is legible; spelling, punctuation and grammar are sufficiently accurate to make meaning clear; relevant information is presented in a suitable format; uses an appropriate structure and style of writing; uses some specialist vocabulary</td>
</tr>
<tr>
<td>Level 4</td>
<td>the text is legible; spelling, punctuation and grammar are consistently accurate to make meaning clear; information is always presented in a suitable format; uses an appropriate structure and style of writing; uses specialist vocabulary accurately</td>
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Question 1 (a)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Understanding of source material</th>
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<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
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</table>

**Question:** What do Sources A and B suggest about the Great Leap Forward? [4]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer, paraphrasing or describing sources only. [1-2]

*Eg: improve China’s economy and beat Britain and the United States. People lived in communes. Make sure that the peasants were making steel in Backyard Steel furnaces to help build China’s economy.*

**LEVEL 2** Uses the content of both sources in their historical context. If answer is imbalanced in use of sources award 3 marks. [3-4]

*Eg: Following the success of the First Five Year plan that improved China’s heavy industry Mao wanted to improve China’s economy by targeting overtaking Britain’s and the United States. He placed people in communes to work harder by concentrating on agriculture and industry. Mao ensured that everybody was taking part as peasants used their time to make steel in backyard furnaces.*
Question 1 (b)

| Target: Understanding of source material; recall and deployment of own knowledge |
|---------------------------------|-----------------|-----------------|-----------------|
| Mark allocation: |
| AO1 | AO2 | AO3 |
| 6 | 4 | 2 |

Question: Use Source C and your own knowledge to explain why the lives of women changed under Mao. [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; copies or paraphrases source material; uses content of source only. [1-2]

Eg: Lives were improved because of the Marriage Laws 1950. Women could choose who they wanted to marry.

LEVEL 2 Understands content of the source with some background knowledge. [3-4]

Eg: The Marriage Laws of 1950 improved the lives of women as they gave them rights and equality that they did not have before. Arranged marriages of young girls were banned and women had to wait until they were 18 to marry. The painful tradition of foot binding was also abolished as Mao and the communists wanted women to help with building the communist state.

LEVEL 3 Clear use of the content of the source with accurate and detailed background knowledge used to explain the issue. [5-6]

Eg: The Marriage Laws 1 May 1950 showed that Mao wanted to place women on the same level as men in China. Immediately women possessed significantly more freedom, rights and equality than they had ever experienced before. Women who previously endured the system of childhood engagement could now freely choose a husband at the age of 18. Other positive aspects of change included the abolition of concubinage and polygamy in Chinese society. The painful practice of foot binding that had been passed down from generation to generation was also banned leading hopefully to greater support for the new communist regime and enabling women to contribute physically to the growth and establishment of communist China.
Question 1 (c)

Target: Understand, analyse and evaluate source material: recall and deployment of own knowledge

Mark allocation: AO1 8 AO2 2 AO3 6

Question: How useful are Sources D and E to an historian studying the rise of the Moderates? [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Comprehends content of the sources; little focus on utility. [1-2]
Eg: Source D tells us that giving people land to make a profit is not very communist and will lead the country to ruin. Source E says that the failure of the Great Leap Forward was down to poor control of the communes. The future was to give people land.

LEVEL 2 Considers usefulness of the sources in terms of their content and/or authorship. [3-4]
Eg: Source D is useful because it tells us that some people disliked the sharing of land in the communes and the opportunity to gain personal profit. This was from a speech made by Mao and clearly shows his anger towards people taking the capitalist road. Source E says that the failure of the Great Leap Forward was caused by poor control of the communes and the need to pay people differently. This is useful as it gives the views of one of the moderate leaders Liu Shaoqi.

LEVEL 3 Evaluates both sources in context with some imbalance; reaches conclusion regarding utility for the set enquiry. [5-6]
Eg: Source D is useful because it shows how annoyed Mao was with the changes made by the moderates. The idea of giving the peasants land and profit was against Mao’s ideas and a blow to his communist revolution. Mao is making this speech to his loyal supporters soon after he lost power to the moderates after the Great Leap Forward. Source E is useful as it gives the view of one of the moderate leaders why it was necessary to introduce moderate changes. He says that the failure of the Great Leap Forward was caused by poor control of the communes. He also says that smaller communes would help China. The people must also receive pay dependent on their skills. It is written in his diary and will therefore contain his personal thoughts. Both sources are useful to an historian as they deal with issues to do with how and why the moderates came to power.
LEVEL 4  Evaluates both sources regarding the specific historical context; reaches reasoned and substantiated judgement regarding their utility for the set enquiry.

Eg: Source D is useful to an historian studying the rise of the Moderates as it clearly shows Mao’s anger at the fact that they have succeeded to implement a more moderate form of communism in the communes. The sharing of land and permission to keep personal wealth form profits is seen by Mao as a betrayal of his communist revolution and leads China towards capitalism. He brands the moderates as capitalist roaders who will only harm the communist state. The attribution is useful as it is from a speech made by Mao to his loyal supporters in 1962 soon after he lost some of his power and influence as Liu Shaoqi and Deng Xiaoping were appointed as Head of State and Party Secretary. His speech is clearly made to gain more support for his views and to criticize the moderates. Source E is useful to an historian because it tells us why the moderates were eager to change how China was governed. The diary entry of Liu Shaoqi focuses on the mistakes made regarding the size and inefficiency of the communes and offers how China could be governed in a better way. His conclusion that the Great Leap Forward was overambitious suggests that a more moderate approach was needed in China. As a diary entry in 1961 Liu Shaoqi would have been aware of the effects of the Three Hard Years and he stated that human error was 70% responsible for this disaster. Both sources are very useful to an historian to learn about the rise of the moderates to power but would benefit from other sources that might focus on other reasons why Mao lost his position as Head of State and other changes that the moderates introduced that gained many people’s support.
QUESTION 2

Question 2(a)

Target: Recall and deployment of knowledge

Mark allocation:

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<th>AO1</th>
<th>AO2</th>
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Question: Describe the influence of the Little Red Book. [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer with weak or implied points made. [1-2]

*Eg:* The Little Red Book contained Mao’s ideas. It was read by everyone in China. The Red Guards made sure that people carried the Little Red Book or they would be punished. It made people worship Mao. All members of the army had to read and learn the content of the Little Red Book.

LEVEL 2 A more detailed and accurate description. [3-4]

*Eg:* The Little Red Book or Quotations from Mao Zedong was published firstly for every member of the Peoples Liberation Army under the leadership of Lin Biao to support Mao. The Red Guards considered the Little Red Book like a bible and would read its contents regularly. It influenced the way people thought about Mao and communism particularly the young generation. The Little Red Book was important in building the cult of Mao. Failure to carry the Little Red Book during the Cultural Revolution would lead to punishment and beatings at the hands of the Red Guards.
Question 2(b)

| Target: Understand and analyse source material; recall and deployment of knowledge | Mark allocation: AO1 2 AO2 4 AO3 6 |
|---|---|---|---|

Question: **Why was Source F produced in 1976?**  [6]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1**  
Comprehends content of the source; little focus on why it was produced.  [1-2]

*Eg:* The source was produced to show that the Gang of Four were unpopular. It shows four faces of the Gang of Four on the ground being attacked by Chinese children.

**LEVEL 2**  
Considers the source in its historical context; suggests some reasons for its production.  [3-4]

*Eg:* The source was produced as a means of propaganda to make the Chinese people turn against the Gang of Four. It shows children using violence against images of the Gang of Four. This was supported by the communist party who were concerned that the Gang of Four might attempt to seize power after Mao’s death in 1976.

**LEVEL 3**  
Analyses the source in its historical context; gives detailed reasons regarding its production at the time.  [5-6]

*Eg:* Source F was typical of propaganda posters produced by the communist party to show their hatred of the Gang of Four. It was produced to persuade people that the Gang of Four deserved to be punished. Following Hua Guofeng’s rise to power following Mao’s death the Gang of Four were arrested. Hua as Mao’s chosen successor was probably advised by Mao to follow this course of action and prevent a power struggle developing that might lead to civil war. The Gang of Four were very unpopular in Beijing away from their Shanghai power base. The Gang of Four’s leader, Mao’s estranged wife, Jiang Qing was largely blamed for the chaos of the Cultural Revolution. All members of the Gang of Four were put on trial and imprisoned.
Question 2(c)

Target: Recognition and explanation of historical interpretations; analysis of key historical features; quality of written communication

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<tr>
<th>Mark allocation:</th>
<th>AO1</th>
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<th>AO3</th>
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Question: One interpretation is that the Cultural Revolution had a disastrous effect on China. How far do you agree with this interpretation? [10]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; makes simple comments about the interpretation; will copy or paraphrase the given evidence. [1-2]

*Eg: The Cultural Revolution was very bad for China causing chaos and harming China’s economic development.*

LEVEL 2 Identifies differences between ways in which the issue has been interpreted; will offer a basic judgement with some support from given evidence and/or own knowledge of the issue. [3-5]

*Eg: Answers will show understanding of the named interpretation that the Cultural Revolution had a disastrous effect on China. Expect basic contextual support to be given in terms of a judgement, such as many Chinese people suffered greatly during the Cultural Revolution. Use of the given evidence will be more apparent than use of own knowledge as Stewart Ross says that the Cultural Revolution caused chaos in China; however Bo Xilai states that China could modernise because the Cultural Revolution got rid of some obstacles. The schoolteacher states how badly the Cultural Revolution had affected education in China.*

LEVEL 3 Begins to recognise and comment on how and why this issue has been interpreted in different ways; will give a judgement regarding the given interpretation. [6-8]

*Eg: Answers will address the question by offering comment on different interpretations of the effect of the Cultural Revolution on China. Answers will begin to demonstrate why different interpretations of this issue have been made, possibly with comments on the attitude of the authorities and the views of later historians. Answers will be supported by a greater degree of contextual knowledge regarding this issue. Answers will begin to judge the worth of different interpretations by using their own knowledge and given evidence to comment on issues such as to what extent had the Cultural Revolution affected China in a negative or positive manner.*
LEVEL 4  Recognises and provides substantiated comments on how and why this issue has been interpreted in different ways; will give a clear judgement considering the given interpretation in the historical context.  [9-10]

Eg: Answers will clearly state whether they agree with the given interpretation of the disastrous effect of the Cultural Revolution on China. In order to make this judgement, answers will discuss how the given interpretation has been arrived at and recognise that there are other valid interpretations of this issue. Answers will demonstrate why it is possible to make different interpretations of this issue. There will be a considerable degree of historical support in the answer using both the given evidence and own knowledge. Answers will test the value of the chosen interpretation by commenting on issues such as the authorship and context of the supporting evidence. Answers may comment on the differences in interpretation given by contemporary views such as the Beijing schoolteacher and those writing much later with a greater degree of hindsight.
QUESTION 3

Question 3

Target: Recall and deployment of knowledge; explanation and analysis of key concepts; quality of written communication

<table>
<thead>
<tr>
<th>Mark allocation:</th>
<th>AO1</th>
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<td>15</td>
<td>4</td>
<td>8</td>
<td>3</td>
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Question: Was China’s foreign policy focused mainly on defending the country’s borders? [12+3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; basic response which offers little support. [1-3]

Eg: Foreign policy decisions were focused on strengthening China’s borders to defend China in case other country’s such as the United States decided to attack.

LEVEL 2 Answer begins to discuss the issue set in the question. [4-6]

To distinguish between 4 and 6 marks apply the following:
For 4 marks: A one-sided answer with some contextual support OR a very weak two-sided answer with little contextual support.
For 5-6 marks: A developed one-sided answer with contextual support OR a weak two-sided answer with some contextual support. Award the higher mark for the degree of contextual support.

Eg: Answers will provide knowledge in support of their answer. China’s involvement in the Korean war was focused on keeping the United States away from its border. Disputes with India were mainly to strengthen China’s borders. China’s support of North Vietnam was to protect her border. China developed nuclear weapons to defend the country from attack.

LEVEL 3 Answer is mainly a reasoned analysis of the issue set in the question. [7-9]

To distinguish between 7 and 9 marks apply the following:
For 7 marks: A very good one-sided answer with contextual support OR an unbalanced two-sided response with contextual support.
For 8-9 marks: A reasoned and developed analysis of the issue but lacking some detail or balance. Award the higher mark for the degree of contextual support.

Eg: Answers will begin to offer a judgement with good reasoning. On the one hand, China’s involvement in the Korean and Vietnam wars was focused on ensuring that capitalist countries did not threaten China’s borders. The Sino-Soviet split reached its climax with border clashes between Soviet and PLA forces. China’s dealings with India and Tibet were also to a large degree focused on strengthening China’s borders and defences. However, China was also looking to spread communism to the rest of Asia if possible. North Korea and Vietnam would eventually benefit from China’s support and create communist countries.
LEVEL 4  Answer is a developed, reasoned and well-substantiated analysis of the issue set in the question.  

To distinguish between 10 and 12 marks apply the following:  
**For 10 marks:** A developed, reasoned and well-substantiated analysis with good balance, using mostly accurate and relevant contextual support.  
**For 11-12 marks:** A developed, reasoned and well-substantiated analysis with good balance, using fully accurate and relevant contextual support. Award the higher mark for the degree of contextual support.  

*Eg: Answers will clearly evaluate the issue in the question. Answers may suggest that Chinese foreign policy was certainly focused on defending her borders from the outset. China’s involvement in Korea only occurred when UN forces threatened China’s border. China’s dealings with India were entirely driven by controlling regions of Aksai China and Arunachal Pradesh which would provide a strategic advantage. The conquest of Tibet reinstated Chinese influence in the western region of China therefore strengthening its border significantly. China’s support of Vietnam was dually one of aiding the spread of communism to the rest of Asia and keeping China’s southern border safe. Relations with the USSR while initially seen as an ally to help support the establishment of communist China soon became a threat and enemy resulting in skirmishes along the border following the Ussuri river. China’s foreign policy decisions in relation to the United States changed during the 1970s as the era of détente saw improving trade and cultural links take precedence over potential threats to her border.*

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

<table>
<thead>
<tr>
<th>Level</th>
<th>Performance descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
</tr>
<tr>
<td><strong>Threshold performance</strong></td>
<td></td>
</tr>
<tr>
<td>1 mark</td>
<td>Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</td>
</tr>
<tr>
<td><strong>Intermediate performance</strong></td>
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<tr>
<td>2 marks</td>
<td>Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</td>
</tr>
<tr>
<td><strong>High performance</strong></td>
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<tr>
<td>3 marks</td>
<td>Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</td>
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</table>