GCSE MARKING SCHEME

SUMMER 2018

GCSE (LEGACY)
HISTORY UNIT 1 - STUDY IN-DEPTH
CHINA UNDER MAO ZEDONG, 1949-1976

4271/05
INTRODUCTION

This marking scheme was used by WJEC for the 2018 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:

| Level 1 | the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner |
| Level 2 | most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format |
| Level 3 | 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 |
| Level 4 | 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 |
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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<tr>
<td>4</td>
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</table>

Question: What do Sources A and B suggest about how the Red Guards supported Mao? [4]

Use 0 for incorrect or irrelevant answers.

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

Eg: they carried the Little Red Book, followed Mao’s words, attended rallies.

LEVEL 2 Uses the content of both sources in their historical context. [3-4]

If answer is imbalanced in use of sources award 3 marks.

Eg: they suggest that the Red Guards worshipped Mao, they read the contents of the Little Red Book that contained Mao’s thoughts and ideas, they attended mass rallies that were focused on Mao and the growing cult surrounding him.
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 Gang of Four failed to gain power after Mao’s death. [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: the Chinese people were sick of the Gang of Four’s support of violence; nobody wanted another Cultural Revolution.*

**LEVEL 2**

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

*Eg: The Gang of Four led by Mao’s wife were very unpopular because they continued to support the ideas of the Cultural Revolution; the people feared that China would return to a state of chaos under the leadership of the Gang of Four; Mao’s chosen successor did not support the Gang of Four; many members of the communist party did not trust the extreme views of the Gang of Four.*

**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 Chinese people were not looking to prolong the Cultural Revolution following Mao’s death and therefore did not support the Gang of Four; the decision by Mao to appoint Hua Guofeng as his successor instead of allowing the Gang of Four to gain power was a clear sign that they were not to be trusted; the Chinese people were fearful that the Gang of Four led by Madame Mao, Jiang Qing, would use violence and intimidation to control the people; the Communist Party realised that economic modernisation was more important to China’s future than the rightist political crusade of the Gang of Four; enemies of the Shanghai group within the CCP were more than happy to support the demise of the Gang of Four by spreading anti-Gang of Four propaganda widely.*
Question 1 (c)

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

Mark allocation: AO1 AO2 AO3

<table>
<thead>
<tr>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
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<tbody>
<tr>
<td>8</td>
<td>2</td>
<td>6</td>
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</table>

Question: How useful are Sources D and E to an historian studying the Cultural Revolution? [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Comprehends content of the sources; little focus on utility. [1-2]

Eg: Source D says that the Four Olds must be attacked. Moderates and capitalists must be punished. Source E says that China’s most sacred possessions were destroyed; schools and museums were attacked.

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 the Red Guards were told to attack the Four Olds. It’s from a member of the communist party speaking to Red Guards. Source E is useful because it says that the Red Guards attacked and destroyed much of China’s past. It tells us that schools, museums and libraries were attacked and older Chinese people suffered. It comes from a report in a British newspaper at the time.

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 says that the Red Guards should concentrate on attacking the Four Olds; it says that they should target intellectuals and bourgeois elements; anybody who does not support Mao’s ideas should be punished. It is from a Communist Party Official speaking to a gathering of Red Guards so is very useful to know what they were expected to do.

Source E is useful as it gives a viewpoint from outside China in a British newspaper. It tells us that the Red Guards have been responsible for destroying and attacking symbols of China’s past and sources of knowledge. It is written in a British newspaper that might be biased. Both sources are useful to an historian as they deal with issues to do with the events of the Cultural Revolution.
LEVEL 4  Evaluates both sources regarding the specific historical context; reaches reasoned and substantiated judgement regarding their utility for the set enquiry. [7-8]

Eg: Source D is useful to an historian studying the Cultural Revolution as it displays clearly what the Red Guards were ordered to attack as part of their contribution to the movement. They are told to find examples of old customs, traditions, habits and ideas and suggest that intellectuals, teachers and the bourgeoisie are sources of the Four Olds. It suggests strongly that the Red Guards should use violence as a means of dealing with these threats. A Communist Party official delivered it as an address to the Red Guards in 1967 and this is useful to an historian as it shows that the CCP were deliberately encouraging the Red Guards to pursue a militant course of action early in the Cultural Revolution. Source E is useful to an historian because it tells us how the rest of the world viewed the events of the Cultural Revolution. The source tells us that the action of the Red Guards has been very damaging for China as many artefacts and symbols of China’s past were destroyed. It tells us that sources of knowledge and learning were attacked such as schools, libraries and museums; it comments that the older generation had suffered unfairly at the hands of the Red Guards. Being a report in a western and therefore anti-communist newspaper it is not surprising that the report is negative; however it is a true reflection of the events during the period of the Cultural Revolution lasting until 1969. Both sources are very useful to an historian to learn about the events during the Cultural Revolution but would benefit from other sources that might focus on other examples of the Red Guards activities.
Question 2(a)

<table>
<thead>
<tr>
<th>Target: Recall and deployment of knowledge</th>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
</tr>
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<tbody>
<tr>
<td>Mark allocation:</td>
<td>4</td>
<td>4</td>
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</tbody>
</table>

Question: Describe China’s relationship with Tibet. [4]

Use 0 for incorrect or irrelevant answers.

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

*Eg:* China took over Tibet and forced it to be communist. The Dalai Lama and lots of monks fled the country. China’s relationship with Tibet was poor and deteriorated during the 1950s.

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

*Eg:* Chinese forces invaded and occupied Tibet in 1950. They forced the Tibetan government to accept China’s rule. Tibet was to a large extent allowed to remain unchanged until the late 1950s when the communist party started to implement changes that threatened traditional Tibetan culture. Although a small uprising had occurred in 1956 supported by the CIA a rebellion against communist rule broke out in 1959. Following fierce resistance by the Tibetans the PLA eventually crushed the rising. This led to the Dalai Lama and many monks fleeing to India. Mao had strengthened China’s borders against possible attack in the west who regarded China’s annexation of Tibet as a rightful reclamation of territory.
**Question 2(b)**

<table>
<thead>
<tr>
<th>Target: Understand and analyse source material; recall and deployment of knowledge</th>
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<tr>
<td>Mark allocation:</td>
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<td>6</td>
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Question: **Why was Source F produced in 1959?**

Use 0 for incorrect or irrelevant answers.

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

Eg: The source was produced to show that Mao and Khrushchev had a meeting in China. It shows that they are celebrating together.

**LEVEL 2**  Considers the source in its historical context; suggests some reasons for its production.

Eg: The source shows Mao and Nikita Khrushchev appearing to be friendly and supporting China’s 10th anniversary. It was possibly used as propaganda to show that the two leaders were getting along with one another although their relationship was strained at the time. It was produced to show the western powers that the USSR was still supporting China as their leader Khrushchev was personally visiting China.

**LEVEL 3**  Analyses the source in its historical context; gives detailed reasons regarding its production at the time.

Eg: Source F is likely to be propaganda on behalf of the Chinese Communist Party who wanted to show the strength of China and the USSR together. The source is misleading as it does not reflect the tension between Mao and Khrushchev personally as the first signs of the Sino-Soviet split were evident by 1959; Khrushchev had refused to support Mao’s Great Leap Forward and Mao had refused the Soviet request to establish submarine bases in China. The source was produced by the Chinese Communist Party to show the world that communist China and the USSR were displaying a united front and were supporting each other. The photograph may have been taken to celebrate 10 years of communist rule in China.
Question 2(c)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recognition and explanation of historical interpretations; analysis of key historical features; quality of written communication</th>
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<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
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<td>10</td>
<td>2</td>
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Question: One interpretation is that China became involved in the Korean War to defend communism in Korea. 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: Yes I agree that China wanted to defend communism across its border._

**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 China became involved in the Korean War to defend communism in Korea. Expect basic contextual support to be given in terms of a judgement, such as North Korea and China were friendly because they were two new communist nations. Use of the given evidence will be more apparent than use of own knowledge as Craig Dietrich says that China wanted to send troops to support communist Korea; however Private David Smith states that China was scared of an attack and wanted to defend China’s border. The evidence of Zhou Enlai states that China was unhappy with Western aggression close by._

**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 regarding the reasons for China’s involvement in the Korean War. Answers will begin to demonstrate why different interpretations of this issue have been made, possibly with comments on the attitude of the leaders 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 the extent to which China became actively involved in the conflict because it wanted to defend communism in other parts of Asia._
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 regarding the reason why China was involved in the Korean War.
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 Zhou Enlai’s warning given to the UN.
Question 3

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

Mark allocation: AO1 AO2 AO3 SPG
15 4 8 3

Question: How far did Mao succeed in establishing a communist state between 1949 and 1962? [12+3]

Use 0 for incorrect or irrelevant answers.

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

_Eg:_ China was definitely communist by 1962. Mao had managed to gain support for communism coming to power in 1949. Different programmes and changes were introduced to control the Chinese people and force many to support communism.

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. Mao gained support for communism by introducing the Five Year Plan and Great Leap Forward. Women’s lives improved. Enemies were dealt with harshly and people who did not accept communist ideas were sent for thought reform and/or socialist re-education. Land was given to the peasants and landowners were killed.

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, early land reform and Marriage Laws gained huge support for the communist state. The structure of government was reformed so that corruption and inefficiency was less of a problem. Thought reform and socialist re-education was implemented successfully to ensure the obedience of the people. Counter-revolutionaries were persecuted and exiled or executed. The communes created a society that supported the idea of collective effort and harnessed the power of the masses. However, there was still opposition to the move towards Mao’s idea of communism. The Hundred Flowers Campaign showed that not all members within the CCP were in support of Mao’s ideas. The failure of the GLF and loss of power for Mao showed the weakness of the communist system.
LEVEL 4  Answer is a developed, reasoned and well-substantiated analysis of the issue set in the question. [10-12]

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 Mao did indeed successfully establish a communist state, as China was certainly more communist in 1962 than 1949. Support for this view will focus on the development of methods used to gain support and suppress opposition with reference to clear factors such as: Land Reform, Marriage Laws, People’s Courts, Anti Campaigns, Thought Reform, Socialist Re-education, Hundred Flowers Campaign, First Five Year Plan, Great Leap Forward. However, a lack of success can be suggested with supporting evidence focusing on the Hundred Flowers Campaign, failures linked to the Great Leap Forward and Mao’s fall from power by 1962 that saw the emergence of a moderate form of communism that was different to the model that Mao was trying to establish.

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

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<thead>
<tr>
<th>Level</th>
<th>Performance descriptions</th>
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<tbody>
<tr>
<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
</tr>
<tr>
<td>Threshold performance</td>
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<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>Intermediate performance</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>
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<tr>
<td>High performance</td>
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</tr>
<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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