

**GCE**

**History A**

**Unit : Y317/01 China and its Rulers 1839 - 1989**

Advanced GCE

**Mark Scheme for June 2018**

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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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Continuity/Change
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Simple comment
	Synthesis
	Unclear
	View

Here are the subject specific instructions for this question paper

Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix.

Question	Answer/Indicative content	Mark	Guidance
1	<p><b>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of the impact of the Treaty of Nanjing (1842) on China.</b></p> <ul style="list-style-type: none"> <li>• <b>In locating the Interpretations within the wider historical debate</b>, answer might argue that Interpretation A argues that the negative impact of the Treaty has been over-exaggerated and that in fact its effects were largely benign.</li> <li>• In evaluating Interpretation A, answers might argue that it is valid in identifying the ‘humiliating’ clauses of the Treaty, which impacted Chinese morale and opened the door to informal imperialism in China.</li> <li>• Answers might argue that interpretation A is valid in identifying that the Qing dynasty underestimated the potential threat posed by foreigners, and thus should shoulder at least some of the blame for China’s problems.</li> <li>• Answers might argue that interpretation A is right to set Nanjing into a wider context of domestic social, economic and political challenges that were occurring independent of the events surrounding the First Opium War.</li> <li>• Answers might argue that interpretation A neglects the negative economic consequences of Nanjing and subsequent treaties (for which it set a precedent).</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• 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 the question.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• 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</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> <li>• Answers might argue that interpretation A underplays the challenge to China’s sovereignty that Nanjing and the unequal treaties presented.</li> <li>• <b>In locating the Interpretations within the wider historical debate</b>, answers might argue that Interpretation B argues that the consequences of the Treaty were severe for China.</li> <li>• In evaluating Interpretation B, answers might argue that it is valid in identifying the long-term consequences in establishing unequal economic relationships with the wider world, for example through the ‘most favoured nation’ clauses in subsequent treaties.</li> <li>• Answers might argue that interpretation B is valid in seeing growing western economic and religious influence in China as a problem, for example this contributed to the Boxer Rising later in the century.</li> <li>• Answers might argue that interpretation B is valid in identifying the serious social consequences as a series of domestic rebellions followed the Treaty, the most serious being the Taiping Rebellion which broke out in 1849-50.</li> <li>• Answers might argue that interpretation B fails to balance the impact of the Treaty with other internal developments which contributed to China’s domestic problems at this time.</li> </ul>		

Question	Answer/Indicative content	Mark	Guidance
2	<p><b>To what extent was Chinese society more equal in the period 1949-1989 than the period 1839-1949?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question</b>, it might be argued that the communist government oversaw a radical reshaping of Chinese society that sought to remove the differences and inequalities inherent in imperial and nationalist China.</li> <li>• Answers might consider the communist campaigns against ‘class enemies’ such as landlords, members of secret societies and the bourgeoisie.</li> <li>• Answers might consider changes in the status and position of women after 1949, for example women’s work, marriage/divorce, women’s health and women’s political rights.</li> <li>• Answers might consider communist social policies which saw housing, healthcare and leisure opportunities provided by the state.</li> <li>• Answers might consider changes in rural areas under communism, with structures of land ownership being transformed through collectivisation.</li> <li>• Answers might consider the transformation of traditional social, familial and kinship structures.</li> <li>• <b>In challenging the hypothesis in the question</b>, it might be argued that inequality remained (and in some ways arguably worsened) under communism,</li> </ul>	25	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At higher levels answers might establish criteria against which to judge</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• 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 descriptions in the levels mark scheme.</li> </ul>

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	<p>its nature simply changed.</p> <ul style="list-style-type: none"> <li>• Answers might consider the massive regional variations in prosperity and access to services and that continued through the communist era.</li> <li>• Answers might consider the rural-urban divide.</li> <li>• Answers might consider the hierarchy created through party membership and the massive differences in wealth, status and access to services that ensued.</li> <li>• Answers might consider the situation of ethnic minority groups.</li> <li>• Answers might consider the fate of religious groups under communism.</li> <li>• Answers might consider the problems faced by migrants in urban areas.</li> <li>• Answers might consider the inequalities inherent in a political system where personal favour/disfavour usually dictated individuals' prospects.</li> </ul> <p>Candidates would be expected to use knowledge of the period 1839-1949 to evaluate the extent of change during the communist era, not to talk about the period 1949-89 in isolation.</p>		

Question	Answer/Indicative content	Mark	Guidance
3	<p><b>“The Revolution of 1911 was the main turning point in the development of Chinese government in the period 1839-1989” How far do you agree?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question</b>, it might be argued that the overthrow of centuries of imperial rule was a fundamental transformation in the nature of Chinese government surpassing all others in the period.</li> <li>• Answers might consider the significance of the end of an imperial system of government.</li> <li>• Answers might consider the adoption of western-style political values and structures as a significant break with the past.</li> <li>• Answers might consider the significance of the leadership of Sun Yat-Sen and Yuan Shikai.</li> <li>• Answers might consider international influences on Chinese government and sovereignty during this period.</li> <li>• <b>In challenging the hypothesis in the question</b>, it might be argued that that the period of nationalist rule was shortlived and thus lacked the opportunity to fundamentally transform Chinese government.</li> <li>• Answers might consider the destabilising Taiping Rebellion as a more significant turning point.</li> </ul>	25	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At higher levels answers might establish criteria against which to judge</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• 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 descriptions in the levels mark scheme.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> <li>• Answers might consider the involvement of European imperial powers in China in the nineteenth century as a major turning point, challenging Chinese sovereignty, encouraging movements for rebellion and reform, and destabilising the Qing dynasty, which had ruled since 1644.</li> <li>• Answers might consider the Communist Revolution of 1949 as a greater turning point, with the apparatus of a communist state being quickly established, opposition suppressed and the undisputed leadership of Mao assured.</li> <li>• Answers might consider specific political developments under Mao as key turning points, for example the changing role of government in managing the economy, purging and campaigns against potential opponents and the political developments during the Cultural Revolution.</li> <li>• Answers might consider the period of leadership under Deng Xiaoping a greater turning point due to its modernisation of the communist system, thus ensuring its survival and ongoing success.</li> </ul>		

Question	Answer/Indicative content	Mark	Guidance
4	<p><b>Assess the view that the development of the agricultural sector was the greatest economic challenge faced by China in the years 1839-1989.</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question</b>, it might be argued that China was largely a peasant society and economy for most of this period, and thus the need for agricultural development dominated the economic agenda, and posed the greatest challenge.</li> <li>• Answers might consider the inefficiency of the traditional peasant agricultural system and the difficulties that successive regimes had in reforming it.</li> <li>• Answers might consider the problems created by collectivisation and associated economic policies, which resulted in famine.</li> <li>• Answers might consider the problems of reforming agriculture in a country of the size and diversity of China.</li> <li>• Answers might consider the difficulties of supplying adequate quantities of food to the growing cities during a period of industrialisation and urbanisation.</li> <li>• Answers might consider difficulties faced in encouraging the adoption of modern agricultural techniques.</li> <li>• <b>In challenging the hypothesis in the question</b>, it might be argued that agriculture did see some</li> </ul>	25	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At higher levels answers might establish criteria against which to judge</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• 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 descriptions in the levels mark scheme.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<p>successful reforms made, and that other economic challenges were greater.</p> <ul style="list-style-type: none"> <li>• Answers might consider the efforts made to industrialise during this period and the challenges faced.</li> <li>• Answers might consider the challenge of developing adequate infrastructure and communications in a country of the size and scale of China.</li> <li>• Answers might consider the difficulties China faced in attracting constructive foreign investment and managing the economic interests of foreign powers.</li> <li>• Answers might consider population pressure and the economic impact of China's demographic changes.</li> <li>• Answers might consider issues of economic inequality across social groups.</li> <li>• Answers might consider the challenge of regional underdevelopment.</li> <li>• Answers might consider issues of international trade.</li> </ul>		

APPENDIX 1 – this contains the generic mark scheme grids

	<i>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	<b>Generic mark scheme for Section A, Question 1: Interpretation [30]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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>
	<b>Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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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